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ORIGIN AND DEVELOPMENT
OF THE
UNIVERSITY OF CALIFORNIA

WILLIAM WARREN FERRIER

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ORIGIN AND DEVELOPMENT OF THE UNIVERSITY OF CALIFORNIA

By

WILLIAM WARREN FERRIER

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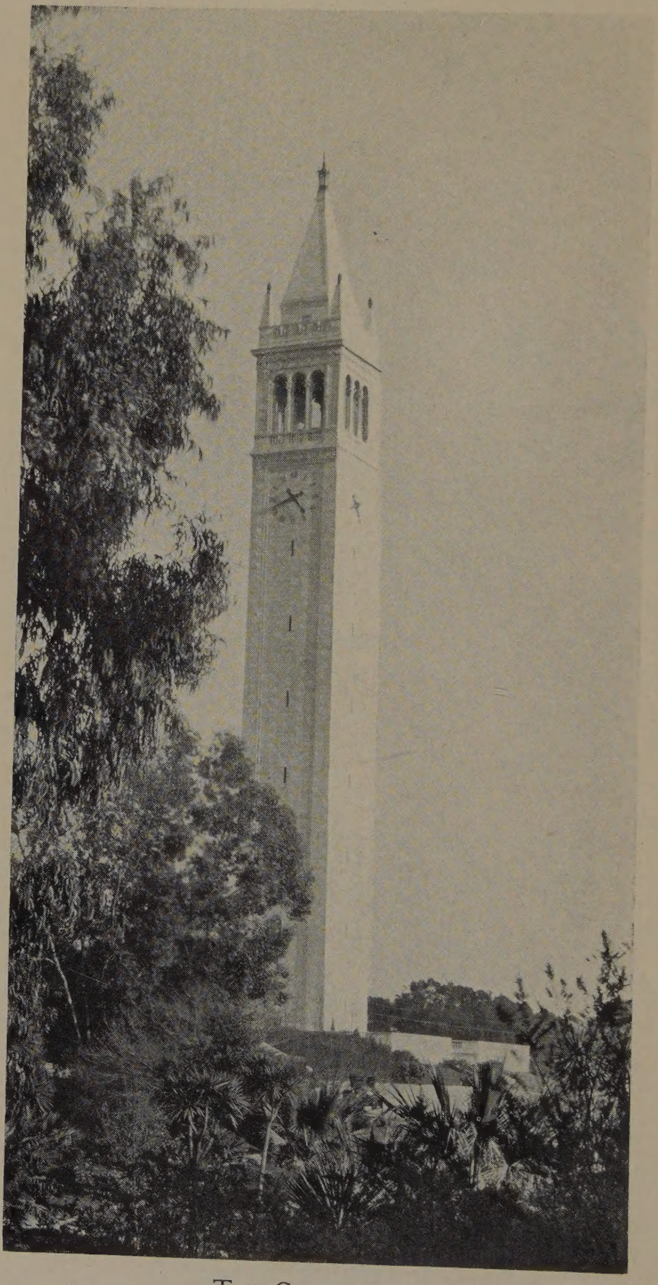

The Campanile

ODE TO THE CAMPANILE

Above the noise and tumult of the day
Thou risest to the silences of heaven,
A glorious thing from even unto even,
A beauty's vision fading not away.

Thy roots strike deeper than the claws of steel,
And bolts and bonds that hold thee in thy place,
For those are deep as universal space,
And wide as every longing we can feel:
They reach the great ideals that ever blaze
Around the empurpled summits of desire,
Until as conquering Gods we bless our days
With nurturing breath of their eternal fire.

With hoary-headed Time a friend thou'lt be,
And play with years as with fresh-hearted things
As thy enblazoned crest forever springs
Into the wondering air divinely free.
Here shall ambitious youth its vans wide spread
For flights beyond the rosiest dreams of hope;
Or if perchance on indolences fed
With adverse circumstance it fails to cope,
The sight of thee upsoaring lone and high,
With Aspiration as thy soul and seal,
And Admonition blazing in thine eye,
Will rouse it like a battle's trumpet peal
To every glorious thrill Achievement dares to feel.

—From "Ode To The Campanile"
By Edward Robeson Taylor.

FOREWORD

This work is the result of years of patient and intensive research. Every possible source of information, East and West, in print or in manuscript, has been carefully studied. A keen unbiased mind, intent upon discovering the truth only, presents its findings in an eminently interesting manner.

While it is permitted to differ from any author in matters of opinion, this history must be accepted, as to statements of fact, as final and definitive for the period covered.

The spirit of devoted service, which ever animated both the College and the University, is made manifest continually on the pages of this book.

Joseph C. Rowell,
Librarian Emeritus,
and University Archivist.

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INTRODUCTION

Eighteen years from the time when California entered the list of American commonwealths, a state university came into existence within her borders. Ranking today as the largest institution of higher learning in the world, it has promise of becoming one of the greatest.*

Child of our early years, integral part of our history, dynamic factor in our life today, the University of California stands as one of the mightiest moulders of our future.

The purpose is to set forth in the chapters of this book the origin and development of this educational institution. The story, in part, as it relates to the College of California which became in 1868 the nucleus of the University of California, will be one of remarkable devotion to high ideals, of great self-sacrifice at times, in order that the youth of California might have in the early life of the State that training which would tend to make them worthy citizens of a promising and rapidly developing commonwealth—destined, apparently, to play one of the most important parts in the Nation's great future.

The California constitution of 1849 made provision for a university and virtually ordered it. But the roots of the University of California, as we find them on California soil, lie back of that constitution—as certain chapters in this book will make evident.

In 1643 the Pilgrim Fathers made this record in "New England's First Fruits": "After God had carried us safe to New England, and we had builded our houses, provided means for our livelihood, reared convenient places of God's worship and settled the civil government, one of the next things we longed for and looked after was to advance learning and perpetuate it to posterity." As a result of those early longings Harvard College was in the year 1636 ordered to be, and in the following year began its existence at Newtowne.

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* It is in full-time students that California leads in registrations. The latest comparative statistics give California first rank with 17,242; Columbia second, with 14,952. For all resident students the figures for Columbia are, 33,367; for California, 25,274. New York University had 12,419 full-time students; all resident students, 29,419. College of City of New York had 8,477 full-time, and 32,032 other. Among the state universities Minnesota ranked next to California in the number of full-time students, having 10,657; the others numbered 21,027. Full-time students are such as have not less than twelve hours a week in collegiate classes.

There were pioneer Californians who did not wait as long as their New England ancestors waited before taking steps to advance learning and perpetuate it to posterity on these western shores. Months before they had reared convenient places of worship, long before they had helped to settle the civil government, these pioneers began not only the work of public education but also to "talk college" and to initiate movements for the establishment of such needed institutions.

A poem entitled "Our State," written by John Greenleaf Whittier for the dedication services of a school-house at Newbury, Massachusetts, contrasts the sunny Southland, the prairied West and the golden sands of California with the scant soil and rocky hillsides of that New England state:—

"Her yellow sands are sands alone,
Her only mines are ice and stone.

"Yet on her rocks, and on her sands,
And wintry hills, the schoolhouse stands,
And what her rugged soil denies,
The harvest of the mind supplies.

"The riches of the commonwealth
Are free, strong minds and hearts of health;
And more to her than gold or grain,
The cunning hand and cultured brain.

"For well she keeps her ancient stock,
The stubborn strength of Pilgrim Rock;
And still maintains, with milder laws,
And clearer light, the good old cause!

"Nor heeds the skeptic's puny hands,
While near her school the church-spire stands;
Nor fears the blinded bigot's rule,
While near her church-spire stands the school."

The California pioneers to whom the State is indebted for the first efforts to establish institutions of higher learning believed with the Quaker Poet that the school and the church were the bulwarks of our civilization. In mind and spirit they were kindred of those men who having laid on Massachusetts Bay the foundations of the first American college gave it great mental and spiritual care although there was never a score of students in attendance at any one time during the first half century of its existence. They were like-minded with those other New Englanders who in 1701 donated each a bundle of books as an endowment and with those as a foundation secured the charter of Yale College. They were fore-handed like those early westward-moving pioneers who going out from New England in 1788 to found Marietta on the Ohio made the staking out of a parsonage lot and the setting aside of two townships of land for a university two of their earliest acts. They were far-visioned like those Wisconsin pioneers who six or eight years before there was much, if any, hope for a college, named one of the streets of Beloit, "College Street"—Beloit College being there in embryo the first day of that settlement, born already in the minds and hearts of the men and women who went there to meet the needs of the new country according as God gave them light to see those needs.

It was due to the initiative of these pioneers that California had institutions of higher learning many years before she had a state university. It was due also to the action of a certain group that there came into existence in Oakland in 1853 an academy out of which in 1855 sprang the College of California which became in 1868 the nucleus, or, as the first regents called it, "the germ" of the University of California.

Without the action taken by the College of California in 1867 the State of California would not have had a university in that early period of her history. She would have had only an agricultural, mining and mechanical arts college.

Accordingly there will be given on the pages of this book the outstanding events in the life of the College of California as well as those in the life of the University of California. It is not the intention of the author to give a complete history either of the University of California or the College of California, but merely to set forth some of the most important events in the life of each institution, along with leading features of the University as it is today—with the hope thus to give the present generation some conception of that which entered into its founding and upbuilding, and withal to show its great worth to the State for the welfare of which it was established.

The aim of the author has been to present the University as a living growing entity down through the sixty-two years since it was chartered—letting many of those who have cooperated in the making of it speak to considerable extent on the pages of the book in order that the spirit of the institution, as they and others have created it, might be manifest throughout.

PART I.

MOVEMENTS FOR A STATE UNIVERSITY

[The purpose of the chapters of Part I is not only to trace the movements for a State University down through the years from 1849 to 1868 but to indicate also why the efforts did not come earlier to fruition.]

CHAPTER I.

THE CONSTITUTIONAL CONVENTION AND EDUCATION

The convention which General Riley of the United States Army, and ex-officio Governor of California, called to meet in Monterey in 1849, "for the framing of a state constitution or a plan for a territorial government," by the instrument there framed and adopted later by the people, made it the duty of the Legislature to "encourage by all suitable means the promotion of intellectual, scientific, moral and agricultural improvement." Provision was also made in the constitution for the safe-guarding through legislative enactment of all lands or funds coming to the State in any manner for educational purposes.

With respect to common schools, the constitutional provision was that the proceeds of the five hundred thousand acres of land granted under the congressional act of 1841, providing for each new state that number of acres for internal improvement purposes, should be used for the support of public schools; that the proceeds from the sale of this land and of all land coming in any manner from the United States government, should be and remain a perpetual common school fund, and the interest thereon be inviolably appropriated for that purpose. Later, in the Legislature, it was argued by those who sought to divert the income from the five hundred thousand acres, even the principal apparently, that this constitutional provision was null and void. However, it was pointed out that the people in adopting the constitution and Congress by admitting California into the union on the constitution as adopted had ratified that convention action.

It was by constitutional provision made incumbent also upon the Legislature to "take measures for the protection, improvement or other disposition of such lands" as had been granted or might thereafter be reserved or granted by the United States, or otherwise, for a state university for "the promotion of literature, the arts and sciences."

The report of the debates in that constitutional convention shows a commendable interest in education on the part of many of its members—the first and most general concern being of course for that to be furnished by the common schools. For that purpose many hoped that there would be provided for California "one of the most munificent school funds known to the world." Despite the fact that it had been the custom of the United States government to reserve the mineral lands, the hope was entertained that California would be permitted to select therefrom; and the remark by one who became soon thereafter a United States Senator—William M. Gwin—was that the best from the gold mines would be selected. Another member of the convention, one soon to become Governor—John McDougal — observed that the subject of education had engrossed the minds of the people of our country and of the world long time, and that it was not possible to create a fund too large for the purpose of education. One delegate expressed the hope that every acre of the land allotted might be "one solid mine of gold."

In the course of the debate one member asking, "Why should we send our sons to Europe to finish their education?" adventured the declaration: "If we have the means here we can procure the necessary talent; we can bring the president of the Oxford University here by offering a sufficient salary."

Some of the members of the convention favored a constitutional provision which would allow the diversion of the school-fund income for other purposes—temporarily at least. This to be only on a two-thirds' majority vote in the Legislature. The exigencies of the situation led to considerable advocacy of such a measure. A committee of able men, appointed early in the session to report on the ways and means of defraying state government expenses, set forth disquieting conditions:

"We are without a dollar belonging to the people, nor can we raise one but by levying taxes, which no population was ever in a worse condition to bear. In the lower portion of the territory, commencing partially in the district of San Jose, and extending to the Mexican boundary, the laborers have abandoned their ranches and gone to the mines. Hence the owners of property in this section of the territory are nearly ruined by having to abandon their farms for want of laborers, and are losing their herds for want of persons to attend to them. Ranches that yielded an income equal to six per cent, or $100,000, three years ago, now produce nothing. The discovery of the gold mines has inflicted the deepest injury on this portion of the territory, where but two years since were concentrated its wealth and population. The smallest amount of tax which would justify the appointment of an assessor and collector would be oppressive to these people already reduced to poverty, and their ranches going to ruin for want of laborers; and no one can state a time when a different result may be realized. In the upper and more recently populated districts the vast majority of the people have no property to be taxed except the gold they dig out of the earth, and which would be difficult if not impracticable to reach by taxation. In the towns that have sprung up something might be collected, but like all new communities they make the most of their limited capital, and taxes would be severely felt by them. It is difficult to raise by taxation in these towns where is concentrated the most of the active capital of the country an amount sufficient to support a municipal government—the expenses are so great to get competent persons to hold the offices, administer justice, and collect the revenue. When laborers and mechanics can command from ten to twenty dollars per day for their services, competent persons to collect and disburse the revenues must be well paid."

In support of the contention that it should be made possible for the State Government to use temporarily, whatever funds might be appropriated by the United States Government, one delegate expressed the judgment that the school fund was not needed particularly at that time, that there were few children in the territory, and not likely to be many more for some time. "This is a case where we are to legislate for the present as well as for the future. We have now to govern men, not children. We have a government of men to support which will be costly and burdensome."

Nevertheless, a large majority stood firmly against any possible diversion. Even by those who thought that the fund might be excessively large it was held to be unsafe to leave such determination and diversion to the Legislatures. This, along with the conviction that, even with the brightest visions realized, it would be impossible to create too large a fund for educational purposes, led to the provision that the funds for common school education should be inviolably appropriated, and those for university purposes held as a perpetual fund for future use.

Cognizant of the fact that Congress had made such donation to several other new states the convention asked that seventy-two sections be set apart for the use and support of a university, which together with such further quantities as might be agreed upon by Congress, should be conveyed to the State and appropriated solely to the use and support of such university in such manner as the Legislature might prescribe.

CHAPTER II.

FIRST MOVEMENT IN THE LEGISLATURE FOR A UNIVERSITY

Movement in the Legislature towards the establishment of a state university began eighteen years before decisive action was taken. On the 6th of February, 1850, Senator Thomas J. Green of Sacramento gave notice that he would at a future date ask leave to introduce a bill to establish and endow a university to be called "The Collegio de Mineria." The bill was not, however, presented. Correspondence relative thereto which was reported to the Legislature the following year by Senator Green discloses the nature of the institution which he contemplated — one in which particular attention should be given to mining, along the plan of a mining school in Mexico.

Education had its first mention in a Governor's message to the Legislature on the 24th of December, 1849: "We have a new community to organize—a new State to build up. We have also to create and sustain a reputation in the face of the misconceptions of our character that are entertained elsewhere. But we have the most ample and the most excellent materials out of which to construct a great community and a great state. . . Either a brilliant destiny awaits California or one the most sordid and degraded. She will be marked by strong and decided characteristics. Much will depend upon her early legislation." Proceeding then to mention "some of the sure and certain means to advance and secure her prosperity," he enumerated only these three: "To confine her expenditures within due bounds, to keep the young State out of debt, and to make her punctual and just in all her engagements."

In his second message, received by the Legislature on the 7th of January, 1851, Governor Burnett, having stated that a Superintendent of Public Instruction had been elected at the last election, remarked that it would be necessary to pass an act prescribing his duties and fixing his compensation. It was stated then: "Under existing circumstances, before any of the public lands to which the State will be entitled have been assigned to her, and while we have so few families, it may not be practicable to establish any general system of free schools or to endow a university. But the time will soon arrive when we shall have both the families and the means to adopt and carry out such a system." And the Governor's suggestion was that it might well be made the duty of the Superintendent to collect useful statistical information to be reported annually to the Executive and by him be presented to the Legislature.

Early in the session of the Legislature, which had assembled at San Jose on the 15th of December, 1849, in accordance with the constitutional provision, certain action foreshadowed a change in the location of the Capital. On the 29th of January, 1850, it was resolved by the Senate that the chairman of the committee on public buildings and grounds be instructed to report a bill "providing for a permanent seat of government for the State, situated at some point on the bays approachable by the largest class of steamers and distant from any town now laid off."

This led soon to the presentation of several memorials with respect to the Capital site. One from General M. G. Vallejo was exceptionally comprehensive in its scope and magnificent in its provisions. Among these magnificent provisions was one for a university. The memorial captured immediately the influential and controlling minds of the Legislature. On the second of April a committee to which it had been referred stated in its report: "Your committee cannot dwell with too much warmth upon the magnificent propositions contained in the memorial of General Vallejo. They breathe, throughout, the spirit of an enlarged mind and a sincere public benefactor, for which he deserves the thanks of his countrymen and the admiration of the world. Such a proposition looks more like the legacy of a mighty emperor to his people than the donation of a private planter to a great state, yet poor in public finance but soon to be among the first of the earth."

The writer of the report was David C. Broderick whom Hittell in his "History of California" calls by far the ablest and most conspicuous figure in the political life of the State from the time he began his service as State Senator to the time of his lamented death in 1859 by Judge Terry's bullet.

The Vallejo proposition concerning a state university provided for its location at the seat of government along with several other educational institutions and such beneficent establishments as the new State needed or soon would need. The first movement towards a state university being linked with this state capital project, and sharing its fortunes and misfortunes, that project calls for consideration.

Vallejo's proposed donation was in its main parts: Twenty acres for capitol building and grounds—$125,000 for the building and $10,000 for the furnishings; ten acres for governor's house and grounds together with $15,000 for building and furnishings; five acres for offices for other five state officers, and $20,000 for their construction—should it be determined to separate them from the capitol; one acre for a state library and $10,000 for a building and office. For education the provisions were: Twenty acres for state university grounds and $20,000 for a building; $5,000 for a university library, $14,000 for a chemical laboratory, scientific apparatus and mineral cabinet and state botanical collection together with four acres of land for a botanical garden. Other educational provisions were: Four acres and $20,000 each for schools for the blind and the deaf and dumb. Other provisions were : Twenty acres and $20,000 for an asylum for orphans, ten acres and $20,000 each for male and female charity hospitals, twenty acres and $20,000 for an asylum for the insane, twenty acres and $20,000 for a penitentiary. Mindful of local needs, eight acres and $11,000 were designated for common school purposes. The total land donations proposed were 156 acres; that for buildings $370,000.

The memorial set forth the advantageous situation on the Straits of Carquinez and the Napa River—reached readily and quickly by the largest ships that sailed the seas, not far from the great mineral deposits and commanding the vast agricultural regions north and south—"the true center of the state, the true center of commerce, the true center of population, the true center of travel."

Contemplating the building of a trans-continental railroad at an early date, linking us as a people with the Orient, and what California for this and other reasons was soon to be, it was asked: "Shall it be said, then, while the whole world is coveting our possession of what all acknowledge to be the half-way house of the earth's commerce — the great bay of San Francisco—that the people of the rich possession are so unmindful of its value as not to ornament her magnificent shores with a capital worthy of a great state?"

None of the other memorials with respect to the permanent seat of government contained propositions for the establishment of a university or the other educational institutions. One from Colonel Stevenson of the "New York of the Pacific," a place of great aspirations if not of great expectations, on Suisun bay, at the junction of the Sacramento and San Joaquin rivers, offered land and money for the usual public building purposes to the amount of $100,000.

Monterey tendered to the State for the permanent use of the Legislature the buildings used by the convention of 1849 for the framing of the constitution. The citizens of Monterey also pledged land for public building purposes; and whatever might be needed for a botanical garden or model farm, etc., to the extent of 1,000 acres.

With the hope that she might retain the Capital, San Jose made several propositions, offering all in all several hundred acres of land and many lots to be sold and the money therefrom used for public building purposes as needed.

The Committee on Public Buildings and Grounds, having carefully considered all the memorials, held that of General Vallejo as "preeminently advantageous to the State." In recommending action for its adoption the committee stated: "It is not the intention of your committee to make the least reflection against the rich, salubrious and beautiful valley of San Jose; and while as an interior position it is hardly equaled on the face of the earth for these qualities, yet the fact of its more exposed position in time of war is apparent. A foreign enemy may land on the Pacific Coast abreast of this city, and reach it in one day's march, as the British army reached the capital of the United States in 1814 from Annapolis in Maryland. The Napa Bay, in the opinion of your committee, is one of the most defensible points, to which large shipping can reach, on the face of the globe. The entrance into the Bay of San Francisco, into the Straits of Carquinez, and thence into Napa Bay, are all points which may be easily defended against the combined powers of the nations. The attempt to reach it from the rear, over the numerous mountains lying between that point and the coast, would be still more futile."

In view of what it called "the magnitude of the subject," believing that the people should be consulted upon so great a question, the committee presented and recommended a bill giving that opportunity. A measure to that end was passed, and this proposition for the location of the permanent seat of government, carrying with it a magnificent offer for the establishment of a university, was along with other propositions voted on by the people on the 7th of October 1850.

Soon after the second Legislature had assembled in San Jose in January 1851 the Committee on Public Buildings and Grounds reported that the election returns, so far as they had been received, showed 8,949 votes for Vallejo for the permanent seat of government, 1,371 for San Jose, and that at least nine-tenths of all the votes cast on the capital proposition could be counted for the first-named place. The votes returned totaled 12,292 at that date. Monterey had received 399; Sacramento, 160; San Francisco, 25; Benicia, 70; Nevada City, 82; Downieville, 150; Stockton, 6; "New York of the Pacific" did not receive any. Eager to have the capital site matter definitely settled and the government most advantageously located the Senate committee on public buildings and grounds introduced at once a bill for fixing of the same at Vallejo and recommended its passage. The committee remarked in its report: "We are now admitted as a state into the Union. Rich in mineral resources beyond the wildest dreams of fancy, the eyes of the whole world are upon us, and a proper feeling of self-respect calls on us to fix the seat of government in the place where nature has intended it should be—on the bay of San Francisco."

One member of the committee, the representative for Santa Clara and Contra Costa counties, presented a minority report, protesting against a change from San Jose, but unavailingly. Arrangements moved on toward the transfer to Vallejo. There were other protests, among them one from citizens of San Francisco. Nothing, however, prevented the onward sweep toward the final action which fixed the capital at Vallejo.

Early in this session of the Legislature, Senator Green, who had given notice in the first session that he would ask leave to introduce a bill to establish and endow a state university, reported a correspondence which he had had in the interval with Robert James Walker who had been Secretary of the Treasury during the Polk administration. This report disclosed the fact that in November 1850 Senator Green had written to Secretary Walker, stating that "having had the honor to make the preliminary move," in the Legislature of California, for the organization of a university, his mind had turned for a plan of its organization to "that individual of our country most eminently learned in politics and physical science." Mention was made of Secretary Walker's address before the National Institute in 1844, of his wise and able career as a United States Senator and subsequently of his "pre-eminently successful administration of the financial department of the government."

Senator Green stated in his letter that for these reasons and for the additional one that Mr. Walker as Secretary of the Treasury had shown an especial interest in education by urging a doubling of the lands set aside for common schools, he would like to ask if for a reasonable compensation he would agree to furnish the California Legislature or a board of university directors plans for a university. The Senator, expressing then the judgment that the State of California must become the greatest mineral region on the globe, gave it as his opinion that "minerals and mining should be the leading branch" taught in the university. Further, his thought was that inasmuch as California people had to buy everything that they ate and wore, and the fuel with which to cook their food, political economy should be the next important study—enforced with what he called all the good reasons of Mr. Walker's free-trade principles.

Senator Green's letter was written in New York on the 25th of November, 1850. On the 26th of that month Mr. Walker's reply was written—also in New York. He expressed doubt of his ability to perform the task, especially if unaided, and stated that if he did undertake it he would wish to call to his aid such distinguished scholars and scientists as Henry and Bache—"men of unwearied devotion to the cause of education." His own attention, he stated had been chiefly given to civil and international law, to the history of monarchies and republics, to politics, and especially to what he termed that most important branch—political economy. In the preparation of the National Institute address, he informed Senator Green, he had been aided by men of high attainments, and while it did show his great admiration of physical science "as developing from time to time those beautiful laws impressed by the Almighty on all His works," yet only at intervals since his college days had he given that subject attention. If, however, his help should really be desired, he would give himself to it with all possible devotion, and without pecuniary compensation. His all-sufficient reward would be in having part in establishing "an institution which, if properly organized and conducted, would contribute even more than California's gold to the glory and happiness of advancing generations." Such a university, Mr. Walker declared, "would be the great light of the Pacific, diffusing its glorious rays along the shores of Western America, in time penetrating those regions of the East which have been reposing for ages in the darkness of ignorance and superstition." Mr. Walker expressed the hope that Congress would permit California to select all her school land in the gold region —thus giving her "the most magnificent fund for education ever enjoyed by any people." Giving it as his understanding that our State Constitution devoted one-tenth of the whole fund thus realized to university purposes, and coupling with this what he called "valuable donations" made by "a distinguished citizen,"—he had visions of "a fund sufficient to create and endow forever the greatest university" ever existent on the earth. His suggestions were that in its scope and teachings the university should not neglect anything; that it should embrace every branch of science, both "physical and hyperphysical," but should give prominence to mining, to agriculture and to commerce. Commerce, he declared would make California the center of civilization in the West. "Your State," wrote Secretary Walker to Senator Green, "with its exports of gold, and magnificent harbors fronting upon the great Pacific, within three weeks, by steam, of the six hundred millions of people in Asia, must develop a commerce such as the world has not seen." Rising then to the climax, Mr. Walker declared that he would have the university "unobstructed by the mists of prejudice or the agitation of partisan politics"—"a searcher after Truth for the sake of Truth," and only for the promotion of the happiness of mankind.

The Green-Walker correspondence was referred to the Committee on Education, and lodged there. Senator Green was a member of that committee, and, presumably, he and the two other members realized that nothing practicable with respect to a university was possible at that time except in connection with the General Vallejo proposition. It is evident that Senator Green favored this proposition, and that the provisions therein for a university had been mentioned by him in conversation with Secretary Walker in New York which conversation the reported correspondence indicates. The Legislature of 1851 selected Senator Green as one of the three commissioners to lay off the tracts of land donated or to be donated by General Vallejo. This commission reported that it deemed it best to place the capitol, the governor's house and the state university and several other institutions "on the elevated hill immediately upon the secure and commodious harbor of Napa bay—from which points the whole of Sonoma and Pablo bays, from the Twin Sisters into the straits of Carquinez may be seen." It was stated also that on a clear day could be seen the city of San Francisco and the shipping in the bay—twenty miles away. To the north stretched in view the rich and beautiful valleys of the Suscol, Napa and Sonoma; to the west, and immediately in front, those of Petaluma and San Rafael. To the south were the picturesque shores of Contra Costa, the valley of San Pablo and the peak of Mount Diablo. Out of a range of mountains in the rear, it was stated that there came a fine stream of water flowing into Napa Bay. All in all, a goodly place for the purposes intended! What were called "Capitol Hill" and "University Hill" were located and designated. The latter, north of the former, was "still more elevated, with all the commanding advantages of the former." The commissioners remarked: "It has been a question whether a situation more secluded would not be best for the education of youth," but stated it as their belief "that modern experience teaches the contrary, that observation goes hand in hand with the rudiments, and that a youth during his collegiate course would gain more information from the legislative debates than from the ablest professorship."[1]

The site selected for the Governor's house was between "Capitol Hill" and "University Hill"—"on an elevation of rare beauty," and nearly opposite the tract on which it was thought the United States navy yard would be located.

The schools for the blind and the deaf and dumb had sites distant about a mile from "Capitol Hill" and "University Hill." The commissioners believing that the offices of the state officers and the state library should be in the capitol added the several acres offered for sites for their office buildings to the four acres designated for a botanical garden, making the tract for that purpose ten acres, with a brook running through it —situated near the capitol and university grounds.

All required steps finally being taken, General Vallejo giving bonds for the faithful performance of the agreement, which embodied in its finality the construction by him of temporary buildings for the use of the state officials and the Legislature, a measure was enacted locating the Capital of the State at Vallejo.

The third session of the Legislature convened at Vallejo on the first Monday of January 1852. Governor Burnett having resigned, Lieutenant-Governor John McDougal succeeded him. In his message the new Governor spoke glowingly on the subject of education. He expressed the judgment that no other question to be discussed and acted upon during this the third session of the Legislature contained within itself so many important considerations as did that of education. He indicated how it was linked with immigration—"one of the objects to be aimed at in the early days of the State." "Nothing could have a more powerful influence upon the minds and purposes of the public abroad than a knowledge that here in our young State we had established, as we can do, the best system of education existing upon the continent—not only through common schools but also by academies and a university. . . Let a good active and effective system be established, and the fact become known abroad, and at once one of the strongest objections to immigration and residence in this State would be removed. The class which this would bring among us would be the most valuable. It would induce the presence of families which would remain and grow up with the institutions of the country." Such a desirable result, McDougal declared, could be accomplished. With the sanguine but unfounded expectations which he and other members of the constitutional convention had fondly cherished he declared: "We have the means within our reach of establishing upon this western soil the most magnificent system of education in the world." Linking the provisions for a university with those for common school purposes Governor McDougal expressed the judgment that contemplated funds would eventually prove adequate for its ample endowment, and that accordingly it seemed to be within the power of the people of the State of California to adopt a system of education, in all its branches, which would make our commonwealth a peculiar resort for the scholar—commanding the literary patronage of the western coast of North and South America, and entirely obviating the necessity of sending students across the continent for collegiate advantages. The message of Governor McDougal, which was given on January the 7th, 1852, was followed on the 8th of the same month by the inaugural address of Governor Bigler who surveying "the diversified capabilities" of the new State spoke of education as "a mighty means of advancing the happiness and elevating the condition of a people."

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[1] Manifestly this report was written by the chairman of the committee, Senator Thomas J. Green of Sacramento, a man of some eccentricities. His frequent motions in the first Legislature to adjourn for the drinks have sent it down the years marked as "the Legislature of a Thousand Drinks." Early in that first session Senator Green presented to the Senate a late edition of the "Constitution of the United States," "Dana's Mineralogy," "Fremont's Geographical Memoirs," the "Muir Expedition"; and, in the name of his daughter, a copy of the Bible. A graduate of West Point, the Legislature had made him a major-general in the newly created militia. He was the member who gave notice early in the first session of the Legislature that he proposed to introduce soon a bill for the establishing of a university—not presenting it apparently because of the Vallejo proposition to which he gave support. Other members of the commission which made the report containing this remarkable utterance on education, or where it could best be acquired, were from the assembly—Messrs. D. P. Baldwin of Tuolumne and R. F. Sanders of Butte.

By the time the Legislature assembled in 1852 opposition to the location of the capital at Vallejo had crystallized and soon it became powerful enough to affect a removal, or an adjournment for that session, to Sacramento. It was argued that General Vallejo had failed in the first part of his contract, that the temporary structures were to be as good or better than the buildings which had been used at San Jose; that they were far inferior. The town of Vallejo was just springing into existence then. Sacramento, a flourishing place of several thousand population, with its many enticements was alluring to some of the members of the Legislature. Accordingly adjournment was made thereto in a few days—Vallejo, however, being held to be until further action the permanent seat of government. During the contests which ensued for the securing of the capital, Benicia winning it first from Vallejo and Sacramento finally from Benicia, General Vallejo's means became so depleted that he found it impossible to fulfill his agreement with the State. In a communication to the Legislature he attributed this inability to the course taken by the executive and legislative departments of the State Government with respect to the location of the capital. Whatever the merits of the case, the effort to locate the capital of the State at Vallejo failed, and with it ended the first movement in California towards a state university.

GENERAL MARIANO GUADALUPE VALLEJO

This first proposition to establish in California a state university deserves consideration in relation to the man who made it. The proposition was not a real-estate proposition and speculation. The Legislature had invited it and none other so splendid and generous was presented.

Mariano Guadalupe Vallejo, of pure Spanish blood, was born in Monterey in 1808. A son of a sergeant in the California presidio service, he had at the age of fifteen been admitted into the Monterey cadets, and was at the age of sixteen holding an official place therein; at eighteen he was the private secretary of the governor. The imperfect education afforded him at Monterey, he supplemented by a study of all the books obtainable, and arose to positions of service and influence among his people in the years prior to the American occupation. Micheltorena made him military governor of the entire territory north from Monterey — his headquarters being at Sonoma, where he became later the subject of treatment somewhat ridiculous at the hands of Robert Semple, a leader in the Bear Flag up-rising. A loyal American subject from the time of the establishment of the United States rule, he was made a member of the Constitutional Convention and of the first Legislature.

In "Representative Men of the Pacific," an 1870 publication, Vallejo is written of as "generous, high-spirited, of courtly address and distinguished presence." In "Chronicles of the Builders" he is mentioned as "the chosen favorite among his countrymen," and as a man "generally esteemed also by Americans for his high sense of honor, his generosity and refinement, and his unsullied public record." In a "Century Magazine" article in 1899, concerning Spanish families in early years in California, was the statement: "No one will ever know how many hundreds of American pioneers owed their start in the world to General Vallejo—even while he was struggling against immense difficulties and losing his lands, not by acres, but by square leagues."

Especially noteworthy in this respect was his generous treatment of Lorenzo Waugh, a pioneer minister, who had settled on a 300 acre tract with the expectation of receiving title thereto from Vallejo at a later date. In the latter's absence from the country his attorney sold it and immediately on his return "Father Waugh" was given a better tract in lieu thereof—choice acres out of Vallejo's homestead lands.

Due mainly to the loss of vast tracts of land under the land grant decision in later years, General Vallejo died a comparatively poor man. The dream which he had, before the American occupation, of an evolving Spanish civilization on these shores, over which he would be a ruler, was never realized. He did not succeed in his endeavors to establish the state capital and a state university on the Straits of Carquinez, but because of the naval station and shipyards at the city of Vallejo his name is one of the few pioneer names spoken today all around the world.

CHAPTER III

SEMINARY OF LEARNING GRANT AND SAN LUIS REY MISSION LANDS

In his report to the Legislature in 1852, John G. Marvin, Superintendent of Public Instruction, mentioned the fact that Congress had granted to Wisconsin, Minnesota, and Oregon, when admitted to the Union, or when Territorial governments were formed, seventy-two sections of land for university purposes; and he remarked that our representatives, doubtless, would look after our claims for a similar grant.

The desired congressional grant was made in March, 1853, the designation being for a "Seminary of Learning."

This grant was in pursuance of a custom established more that half a century before—dating back for its origin to the famous Ordinance of 1787, which stands as one of the most beneficient laws in the history of the world.[1] That Ordinance, as it was first framed and enacted by the Congress of the Confederation, did not contain the provision for higher education which has helped to make it the great living instrument for good which it has been down through the years of our national history. It contained in its final passage that momentous provision because Manassah Cutler, the representative of the Ohio Company, which desired to purchase land and establish settlements in the Northwest Territory, insisted on it—declaring that the New Englanders who had launched the movement would not make the purchase on any other terms. The Government was in great financial need; money must be forthcoming for the payment of its debts and for the purposes of the present and the future. Accordingly, with little or no thought of the deep import of the act and its far-reaching sweep and influence for good, but mainly with the impelling desire to secure thus some of the necessary funds, Congress yielded to the demands of Dr. Cutler, a man of vision, and began the policy of national aid for higher education, which, expanded in later years, has been one of the great factors in our growth and prosperity as a people.

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[1] Daniel Webster said of this Ordinance: "I doubt whether one single law of any lawgiver ancient or modern has produced effects of more distinct, marked, and lasting character." Senator Hoar declared in an address given on the centennial anniversary of the settlement at Marietta that the Ordinance of 1787 "belongs with the Declaration of Independence and the Constitution as one of the three title deeds of American constitutional liberty." David Seville Muzzey, the historian, has written: "It laid the foundation of our colonial policy—that process by which we pushed Westward, subduing the Indian wilderness to civilized life, until our frontier vanished beyond the sunsets of the Golden Gate."

The first national grant for the promotion of higher education, 46,080 acres, went to Ohio University at Athens; the second, 23,040 acres, made in connection with the Symmes Purchase, the same year, helped to lay the foundations of Miami University at Oxford.

One of the articles of the Ordinance of 1787 declared: "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged." Accordingly, when other states were carved out of the Northwest Territory grants were made to them for university as well as for common school purposes—Indiana, Illinois, Michigan, and Wisconsin, in turn receiving such aid. As early as 1803 grants were made in the territory west of the Mississippi. In 1816 a special act of Congress gave Tennessee 100,000 acres for two colleges, one in the east and the other in the west, and for an academy in each county. Early in the 19th century it had become the settled policy of the national government not only to promote common school education in every new Territory or State but higher education as well.

The amount realized from the lands for the promotion of higher education varied according to the handling of the grants by the legislatures. The Michigan grant was so managed that within fifty years the perpetually invested fund therefrom amounted to a half million dollars. California's grant was sold at an early date for $1.25 an acre, netting approximately $57,000 for permanent investment. There were great expectations at one time concerning it which were never realized. Nevertheless it aided materially in the establishing of our State University. It had part by reason of its availability in keeping the idea of a university before the people and became finally one of the foundations of its structure.

In the year 1853 Superintendent Marvin stated in his report that, in his judgment, legislation with respect to a university was impracticable at that time; that the land for its endowment having just been given to the State a year at least must pass before the surveys would have progressed sufficiently to permit the selection. The observation was that the university would be needed before it would be possible to provide a revenue for it. Mention was made of "flourishing preparatory schools" at Marysville, Benicia, San Jose, Santa Clara, San Francisco, and elsewhere, in which there were "students already sufficiently advanced to enter a university." The conclusion was, that by the next session of the Legislature, probably, it would be practicable to take the initiatory step.

The congressional grant of 46,080 acres was mentioned by Governor Bigler in his message to the Legislature in January 1854. He stated that agents already selected by him to make choice thereof would report soon thereon; and that if selections were made according to instructions the lands would command at public sale, when selections had been approved by the Secretary of the Interior, at least $15 an acre, thus bringing for the purpose intended the sum of $691,200. This amount, he stated, would make it possible for the State to establish two Seminaries of Learning—"one south of San Francisco, and the other at some suitable point in the north." The place of location in the south had been already determined by the Governor so far as it lay in his power to determine it without the sanction of the Legislature. It was to be at the old Mission of San Luis Rey, and the lands thereabout were the selections thus far. Standing there at San Luis Rey were two stately old-time buildings, estimated to be worth $75,000; one of them was the Mission church containing valuable paintings and other articles assembled by the missionaries. This building, the message intimated, the Legislature doubtless would concern itself with only so far as might be necessary for its protection; but the other building could readily be made suitable for the seminary purposes if that point in the south should be chosen for its location. Governor Bigler had carried the negotiations well along towards conclusion when the Legislature assembled. General Hitchcock of the Pacific Division of the United States Army had given sanction and stood ready to order elsewhere the troops stationed there. But one step remained to be taken, was the information in the Governor's message—that it was for him as executive to proceed to secure the approval of the Secretary of the Interior and a patent from the government, which duty would be attended to at an early date.

On the 31st of January Governor Bigler transmitted to the Legislature with a special message in connection therewith the report of Paul K. Hubbs, the Superintendent of Public Instruction, received by him on the 24th. The Governor stated that the suggestions in this report were "worthy of immediate and careful consideration." At that time he remarked that he considered it a duty to urge again "the great importance of legislative action in order to secure to the State all the lands donated by Congress for educational purposes." Among the recommendations of the Superintendent of Public Instruction, in the report to the Governor, and commended by him for immediate and careful consideration, was one concerning the grant for Seminary of Learning purposes. The Superintendent of Public Instruction recommended that these lands, "awaiting only the United States survey to be fully and conclusively located," be placed at once "under the entire control of the Board of Regents of the University," which doubtless the Legislature would provide for at an early date in "An Act to Establish the California University." With respect to those regents the observation was: "It may be expected that the regents will be selected by the Legislature from the several judicial districts, of gentlemen of distinguished ability and integrity of character, and that their disposition of this boon from the general government will be worthy of themselves and the great object of the paternal donation." And then in conclusion: "I know of no impediment to the organization of the State University upon such a basis as to meet the peculiar merits of our State, throwing aside all distinctions of birth or wealth, or sect or section, giving opportunity to all to prepare themselves and their children by the power of knowledge for those high positions ever earned and won by industry."

The institution, Superintendent Hubbs stated, "should embrace, beside the collegiate departments, primary, secondary, and grammar departments, to which could be sent, at comparatively small expense, children from districts now so sparsely settled as not to be able to support a school; and also a military department, sustaining the mental labors by healthful and cheering exercise."

On the 4th of February 1854 Governor Bigler made further report, by special message, concerning the San Luis Rey land—stating that selection of the same had been made by the agents appointed by him, but that the exact number of acres had not been ascertained and probably would not be until a survey had been made by the proper officials. The Legislature was requested to adopt necessary measures to secure an early survey by the United States Surveyor-General. The message made it evident that General Hitchcock of the Pacific division of the United States Army had already surrendered the land to the State in accordance with the previous understanding—the troops to be removed at his discretion.

The day on which the message was received the Assembly adopted a concurrent resolution which asked for an early survey by the United States official. Twelve days later the resolution was adopted by the Senate.

On the 25th of March, 1854, a bill for "an act to establish the state university" was introduced into the assembly. It was read then the first and second time and was referred to the Committee on Education. On the 1st of May, on motion of that committee, 240 copies of the bill were ordered to be printed. No further mention of the bill is to be found in the journals of the Legislature. Nothing has been found that gives any knowledge of the features of this bill. Inasmuch as it was presented by the member who presented the concurrent resolutions relating to the land at San Luis Rey, the reasonable presumption is that it related to that movement.

On the 15th of May, the last day of the session, the Assembly informed the Senate that it had passed "A Concurrent Resolution in Relation to a State University." This was laid on the table by the Senate. A final message to the Legislature that last day of the session deplored the defeat of a bill providing for the selection of "the balance of school, seminary, and other public lands."

In none of these movements in 1854 was there manifested much interest. The newspapers which contained legislative reports had mention of the introduction of the bills, but no comment thereon is to be found. The papers have been searched in vain for any mention of Governor Bigler's effort to secure the Mission lands at San Luis Rey.

Governor Bigler's message in 1855 contained no mention of or recommendation concerning the Seminary of Learning grant except a statement of no import in connection with his presentations and recommendations concerning public lands and common school lands. It is evident, however, from certain events later in the session that the disposition of the San Luis Rey lands was as yet undetermined.

In January, 1855, Superintendent Hubbs declared in his report to the Legislature: "Our State University should be established at the earliest possible moment. It should be like that of Michigan—be a free university, the head or great high school to the public schools of the State. . . . The State should provide, with the aid of the congressional endowments and by the necessary taxation to educate her infants from the alphabet to the most elevated sciences,—combining therewith habits of industry, of moral and social good manners, a knowledge of the preservation of health; and, above all, be trained in unbounded adoration of God."

At that time Superintendent Hubbs observed with respect to the colleges: "These are all well enough, as far as they go; but our public school system would be incomplete without a great high school, divested of sectarian peculiarity."

A bill for "An Act to Establish a State University" was presented in the Assembly on the 8th of February 1855, was read the first and second times and was referred to the Committee on Education. None of the features of this bill are known today. It sprang probably from the suggestions in the report of the Superintendent of Public Instruction.

In 1855 was made the first of several efforts to secure the Seminary of Learning funds for the incorporated colleges—three in number at that time: The University of the Pacific, the Methodist institution, at Santa Clara; the University of Santa Clara, the Catholic institution, at the same place; The College of California, in Oakland, the undenominational institution, which was the outgrowth of the Contra Costa Academy established there in 1853. A few days after the College of California received its charter, in April, 1855, Sherman Day, one of the incorporators, and at that time a member of the Legislature, introduced a bill for the granting of aid to the extent of $10,000 to each of the incorporated colleges. As chairman of a committee reporting thereon two weeks later Mr. Day stated with respect to the San Luis Rey lands that nothing had been determined and there could not be for some time yet any revenue from that source for the object in view. Moreover there had arisen the question whether the Seminary of Learning funds, if available for any purpose, would not be restricted in their application solely to a State University. All in all the conclusion was that no source of ways and means for college aid existed at the time except the general fund. A few days later a motion to take up the college aid measure for further consideration was defeated by a vote of ten to twelve.

San Luis Rey

The Mission lands at San Luis Rey were never secured by the State for educational purposes. Soon after General Hitchcock's order in 1854 was transmitted to Washington for official sanction it was countermanded—temporarily at least. Later, came the claims under Spanish and Mexican land grants, and sales, which included those lands and these claims were not settled for many years. The Catholic Church secured, finally, the Mission buildings, the land on which they stood, and the adjacent gardens and orchards. The leagues of land thereabout went into other possession. The tract assigned for Mission use when it was established extended eleven leagues from north to south and fifteen from east to west.

Long before settlement of claims was made by the United States Land Commission and the courts, the Mission building was despoiled—everything usable being carried away by the surrounding settlers and worked into houses and barns and other needed buildings. While the United States troops remained at the Mission, there was no despoiling. But after their withdrawal the ravaging began and went on until destruction, except as to the church, was so complete that restoration was declared impossible. Some years after the pillaging began an investigation under orders from the United States Indian Department led to the statement that it would cost two million dollars to restore the buildings.

San Luis Rey ranked as "the second pearl" in the chain of Missions. A traveler here in 1826 wrote of approaching it from the sea about three miles distant—of superb buildings on rising ground, flashing back from their glittering whiteness the rays of the setting sun, and looking at some little distance like fairy palaces. When the United States troops under Major Emory first reached San Luis Rey, this officer wrote concerning the Mission building: "This building is one which for magnitude, convenience, and durability of architecture, would do honor to any country." He spoke of the extensive tract of land as well-watered and very fertile. The buildings at San Luis Rey covered an area of six and a half acres. The mission building had a frontage of six hundred feet and a depth of four hundred and fifty. A corridor two hundred and fifty feet wide ran the whole length of the building. John Russell Bartlett of the United States Boundary Commission wrote in 1852: "Of all the Missionary establishments in the State this possesses the most extensive as well as the most imposing structure. It is built of adobe, although stone and brick are used in some portions of it." Bartlett wrote of double rows of apartments around a large garden court, some of which were very large, including reception rooms, sleeping apartments, dining halls, kitchen, etc. Near by was an extensive orchard and garden filled with every variety of fruit trees. "In such a place as this," wrote Bartlett, "with such a range of buildings and cultivated grounds, a prince or a nabob might luxuriate to his heart's content." It is not surprising that Governor Bigler coveted these lands and grounds and buildings in his day for educational purposes.

In his efforts to establish State universities both in the north and in the south, Governor Bigler anticipated the need and the action of later years. Our State now has in addition to the University of California established in Berkeley in 1868 the University of California at Los Angeles. It is worthy of note also that educational institutions are in existence now where Governor Bigler sought to establish a State University three-quarters of century ago. In 1892 two Franciscans came up from Mexico looking for a site where they might establish a school for the education of young men for the Seraphic Order —Mexico being unhospitable. Through the favor and good offices of the Bishop of California permission was secured from Rome for the establishment of such a school in the old Mission building. The church, however, was not beyond repair; near this a frame building was erected, and the work of the school was begun. When the repaired church building was re-dedicated with imposing ceremony on the 12th of May, 1893, three aged Indian women who had been present at the first dedication in 1802 occupied seats of honor, while several others more aged crouched by the entrance-way and looked wonderingly upon the scene.

In 1913 Catholic sisters opened there a boarding school for girls which is growing into a flourishing institution.

CHAPTER IV

THE MILITARY INSTITUTE PLAN FOR A UNIVERSITY

In 1856 Superintendent Hubbs stated concerning the 500,000 acres of common school land that the greater part of it remained unsold; and with respect to the university project the statement was: "The aid to the university which we hope to see established from land donated by the general government, like that from nearly all the school lands, continues a deferred hope, upon which the mind may look at so great a distance as to realize little less than the clouds that environ it." Hubbs quoted from his report of 1854 with reference to both the common school lands and the university lands and made this comment: "Two years have passed since I had the honor to submit these suggestions. Every hour of delay since then has impoverished to nearly a total loss the school property and has kept in other states the children of our citizens, prepared to enter the high school or university studies." No important movements were made, however, in 1856.

The year 1857 marks the beginning of a long-continued effort to secure the consideration of a plan for a university modeled after West Point and certain military institutes in the East—notably those in Virginia and South Carolina. W. C. Kibee, the Adjutant-General, suggested in his report to the Legislature that year that the fund set apart for "a State Seminary or University of California," when available, be used to establish such an institution. He stated in connection therewith: "This suggestion may be deemed premature, but I am fully convinced that when the proposition is fully discussed, and the additional benefits to be derived by the student at an institution of this kind are fully understood, the proposition will meet with public favor and support. It is on practical education that we mainly rely for our advancement in greatness as individuals or as a state or nation. It fits and prepares us for all the active duties of life, and should form the basis of every state educational institution. Its graduates would go forth—the teacher to his school, the engineer to his rod and level, the architect and draughtsman to his drawing-board, the farmer to his farm, the soldier to his post—each with a sound practical education, based upon system and order, which have been indelibly impressed upon his mind by the practical and systematic character of his school."

The military institute had its special advocate in Andrew J. Moulder, who was Superintendent of Public Instruction from 1858 to 1862, and who in later years was the first secretary of the board of regents of the University of California. In 1858 the Adjutant-General renewed the suggestions which he had made in 1857 concerning it. Superintendent Moulder recommended it as the ideal for a state university in California, and devoted considerable of his report to arguments in support of his recommendation—declaring himself for a state university on that plan "first, last, and all the time." In four successive reports during the years of his service as superintendent he either advocated it or referred to his previous advocacy, and renewed his recommendation of it.

In his report in 1858 Superintendent Moulder declared that the university was "eminently needed," and that it rested with the members of the Legislature to "immortalize" themselves "as the founders of a great Pacific University." "Eight years have elapsed since the state constitution made it the duty of the Legislature to provide effectual means for the improvement and permanent security of the funds of a university," observed the Superintendent, "and yet the first step remains to be taken." "Why should we delay longer?" was the question then. "Our population has become permanently settled—families with 60,000 children under eighteen years of age have taken up their residence here, to call this home through all time to come. Thousands more would join us were they satisfied the means of a thorough education could be obtained for their young men." Superintendent Moulder declared that the State had never been in a better condition financially for the undertaking of such a project, and that it probably never again would be. He stated that there was at that time more than $350,000 in the treasury, and that this probably would be increased to $500,000 within six months. Accordingly he said to the assembled legislators: "I would, then, most respectfully but most earnestly recommend your honorable body to appoint a board of regents for the selection of a site, and to appropriate $100,000 for the erection of a suitable building for the University of California."

With respect to the internal organization, the Superintendent stated that he had but one recommendation to make—that it be on the military plan, following the system at West Point and the military institutes of Virginia and South Carolina, in its leading features, "with such modifications as our peculiar circumstances may call for." In the advocacy of the military institute plan, Mr. Moulder entered on a vigorous effort of depreciation of all classical instruction, asking in the course of his report, "For what useful occupation are the graduates of most of our old colleges fit? . . Ours is eminently a practical age. . . . We want no pale and sickly scholars. . . . This may do for old settled communities, but will never do for California. . . . For the mere bookworm—for the Latin and Greek antiquarian, this is certainly not the country."

In setting forth in detail his reasons for preferring the military system for a university, Superintendent Moulder presented first that which he argued was likely to be a special necessity in California in future years because of the distance from the national capital. There might be foreign invasion; and trouble might arise with the Mormons. Soldiers ready-made, and here on California soil, would be especially valuable. The graduate of the military institute, he spoke of as "an accomplished and scientific soldier" who in time of war would be "capable of directing intelligently and efficiently any arm of the service, whether it be the engineers, the artillery, the sappers and miners, the cavalry, or the infantry." Stating then that it was "to continue the supply of such soldiers through the next generation" that he urged the military system of education, he presented a further consideration,—with some hesitation, he stated: "But the true statesman should look not only to probabilities but to possibilities; and it is possible that there may one day be a separation between the Atlantic and Pacific states, and the establishment of an independent republic upon our coast. God grant that it may not be in our time—that it may never be! But a century may see this realized. Circumstances may force it when least expected; but come when it may, it is part of wisdom to be prepared for it, and what greater or better preparation than the existence of a high military school—a West Point in full organization in the young republic?"

Superintendent Moulder's recommendations did not attract much attention nor receive much consideration. The day following the presentation of the report in the Legislature, two leading daily papers, the "Alta California" and the "Sacramento Union," made adverse comment.

In an editorial comment on the 12th of January on the report of the Superintendent of Public Instruction, the "Sacramento Union," a paper of large and wide influence in that early period, remarked: "Of the State University and Military Institute, so zealously and ably advocated in the report, we have not space to comment today. The plan presented is on a magnificent scale—too much so for our young State. She is not able to make the appropriation needed to inaugurate a university of the character suggested. There will be no dissent from the reasoning of the report upon the advantage which the State would derive from such an educational institution or denial of the necessity which dictates its erection. The only practical plan for building a state university which presents itself to us, is, if the Legislature possesses the power, to set apart a portion of the swamp and overflowed land belonging to the State, for that purpose, which added to the seventy-two sections donated by Congress would be considered sufficient to accomplish the object."

The following day, January 13, the "Union" stated: "However earnestly we may desire to see a great Pacific University, which would be an honor to California, we cannot in justice to the State in her present financial condition advocate the appropriation of a hundred thousand dollars out of the treasury for such a purpose. At this particular time a proposition to do so must be considered impracticable. No Legislature will offer to make an appropriation so large except on condition that it be submitted to a vote of the people." As to the military plan, the "Union" said: "We concede the physical advantages attendant upon such a course, but doubt the expediency of compelling all students who might wish to enter the University to graduate in the military department, provided one were created."

The "Alta California," the pioneer San Francisco daily, and of long-time influence in molding public sentiment, remarked on January the 13th in a comment on the Superintendent's report: "We come now to a portion of this report which our personal respect for Mr. Moulder is the only thing that prevents us from designating it as the quintessence of absurdity. The idea that a military education fits a man for all the practicable necessities of life is certainly something new in our philosophy. Without intending to disparage the educational acquirements of our officers educated at West Point, we must be permitted to say that we have never yet observed anything in their conduct that would indicate them to be better practical men of the world, in a business point of view, than those educated at civil institutions. . . . We will not draw a comparison between the two, that for all practical points could but result in favor of the latter system. At the present day the development of the physical system is a part of the education of students in all institutions of learning, from the lowest to the highest."

On the 17th of February, 1858, with little debate a joint resolution was passed by the Legislature instructing the senators and representatives in Congress to urge the cession of the Monterey Redoubt to the State of California, "for the purpose of establishing a military academy—or for other educational purposes." The resolution in its original wording did not contain the words "or for other educational purposes." A member of the Senate having asked for some information, the member from Monterey stated that the building there had been abandoned latterly by the government, that the guns, all government stores, etc., had been taken from it; that in his judgment the object was a good one. The member who had sought information expressed the conviction that the introduction of the resolution had been with good motives, but that he was opposed to such an institution. A military academy would be only a drain upon the treasury. If the resolution should be adopted it would be used as an argument by future legislators to incur further expenditures. He moved the striking out of the words "a military academy." A motion to insert after the words, "or for other purposes," prevailed. This was reconsidered later and the word "educational" was inserted before "purposes." Evidently the Legislature was unwilling to commit itself to the military institute plan.

A measure which attracted considerable consideration was introduced into the Legislature on the 23rd of March, 1858, by Senator S. B. Bell, who was one of the trustees of the College of California—entitled, in part, "An Act To Organize the University of the State of California." The aim was to unite under one such organization all the incorporated colleges in the State and have them given State support. The bill passed the Senate, but was defeated in the Assembly, being indefinitely postponed on the recommendation of the Committee on Education. The chairman stated in his report that "the committee had not been able to give the measure as thorough an examination as its great importance deserved, but after such careful consideration as was possible, they had concluded to recommend its indefinite postponement." It was held to be "impractical and impolitic,"—and the institution "not the one contemplated by Congress." It was stated in the course of the report: "Your committee fears that the proposed scheme, if carried out, might engender sectarian strife and unseemly jealousies among the various colleges united under this mongrel incorporation and destroy all laudable competition, establish an odious system of centralization, antagonistic to the spirit of our free institutions and prejudicial to the interests of education." There is nothing to indicate that the College of California sponsored this bill.

In his report in 1859 Superintendent Moulder without entering into detail, renewed his recommendations for the adoption of "immediate measures for the establishment of a state university on the military plan." At this time he expressed the hope that recommendations from the department of public instruction would not be treated "quite so cavalierly as in former years," — that they had been made not simply because some kind of a report was required, but from a deep and abiding conviction of their necessity. And he concluded: "The views of an officer who has made the subject of education his specialty, who has devoted much thought and not a little study to its consideration, are surely entitled to some weight."

A few days after this report had been received the Committee on Education was instructed to inquire into the expediency of erecting and establishing a university in which should be taught "the highest branches of education." The committee reported on the 9th of February that they had so inquired, and found that the erecting and establishing of any kind of state university was at that time inexpedient.

In 1860 Superintendent Moulder renewed in an elaborate manner the recommendations for a university on the military institute plan. Apparently his previous reports and his advocacy of the system in general had left certain impressions which he regarded as unwarranted. Accordingly with a desire "to disabuse the minds of those not familiar with the workings of a military institute," he declared that it was "not the primary object of such an institute to produce a mere soldier, however skillful and accomplished," that its aim was "to furnish a school of applied science, where those large classes who do not intend to adopt the learned professions, so-called, may be thoroughly fitted for their vocations in life."

The "Sacramento Daily Union" made this observation in 1860: "In his report to the Governor, the Superintendent of Public Instruction dwells at considerable length upon the importance of connecting military and civil engineering branches of instruction with a state university, but seems to have overlooked agriculture. The latter is of more essential interest to the welfare of the State in connection with her future progress than either of the branches he so warmly urges and should be included in the collegiate course of a university."

After the Legislature of 1859 had adjourned, Superintendent Moulder had entered into correspondence with men in different parts of the country concerning military institutes and the proposal for one at Monterey, and in his report to the Legislature in 1860 he included some of this correspondence along with a declaration of readiness on his part to present much more "valuable information concerning such institutes—" if the Legislature should desire it. Filled with what he called the desire to signalize his administration of the department of instruction by the organization of our state university, the Superintendent had in September 1859 addressed a letter to the Hon. Charles L. Scott, one of our representatives in Congress, in which the plan was outlined and ably advocated. To this representative was expressed the hope that to him might be "measurably ascribed the credit of founding our Pacific University." A suggestion was that it might be well to explain the movement to the Secretary of War, "known to be a great friend of military institutes," and endeavor to prevail upon him to recommend in his next report to Congress the cession of the redoubt at Monterey, that such recommendation would be almost conclusive with that body.[1] This letter to Representative Scott set forth first Superintendent Moulder's ideas with respect to a California University much as they had been presented to the Legislature in 1858. Stating next that the university lands had netted $57,600 in cash, that invested in State stock this would purchase approximately seventy thousand dollars' worth of interest bearing securities, that such an amount might be considered in the State treasury as the nucleus of a fund for the establishment of the university, the observation was that it was apparent of course that this amount would not go far toward that end. "We propose, therefore," the letter stated, "to save the expense of purchasing a site, and of erecting temporary buildings by obtaining from the United States the cession of the Monterey Redoubt. . . With these grounds and buildings and the seventy thousand dollars . . . we could make an encouraging beginning; we could at least commit the State to a policy of maintaining such an institute. Its practical benefits would soon insure to it the fostering care of our Legislature and people, and in time we might hope to see in flourishing operation such an institution as would be a credit to our State."

The letter proceeded in an endeavor to show that the cession would be advantageous also to the United States Government, and the conclusion with respect to these latter advantages was that it would raise a corps of skillful and scientific soldiers, to that extent would add to the military resources of the government in time of war, would relieve it from the cost of maintaining a place of no use in time of peace, would still allow the government in time of war all the advantages it could have if retained by it, and in addition would furnish "a numerous garrison of high-spirited and disciplined young soldiers," fully capable of as able a defense as the best troops could make.

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[1] John Buchanan Floyd was the secretary of war at that time, having been appointed in 1857. No doubt the proposal was a welcome one to him. In 1859 he ordered the transfer of a large supply of munitions of war from arsenals in the North to arsenals in the South. Other large transfers were made late in 1860. This led a Mobile, Alabama, newspaper to remark that there was therefore no doubt that every man in the South who was able to carry a gun could be supplied either from private or public sources, and Secretary Floyd was thanked for his foresight. A few days before he left his office in December 1860 (having been indicted for complicity in the abstracting of $870,000 in bonds from the Department of the Interior) and fled to Virginia, he attempted to supply the South with heavy ordnance also. He became soon thereafter a general in the Confederate army. Of course, Superintendent Moulder, when he urged the Military Institute plan did not have in contemplation the aid which might come through such an institution in a war for the dissolution of the Union.

In his report in 1860 Superintendent Moulder stated that citizens of Monterey would donate land in addition to the thirty acres constituting the redoubt site. The buildings were shown to be sufficient to supply all needs for a time. They were a one-story, stone magazine twenty-five by sixty feet, a two-story house twenty-five by fifty; another house fifteen by thirty, a two-story barrack house twenty-five by fifty; a two-story house for officers' quarters and barracks, eighteen by fifty.

The Assembly that year requested the Committee on Education to inquire into the expediency of establishing a university. The chairman reported for the committee on the 17th of February. The report had nothing concerning the military plan. One of the statements was that California was as able as other states to establish a university. Reference was made to what had been accomplished in Michigan—largely, the committee seemed to believe, by the use of a grant, for such a purpose, of 14,000 less acres than had been granted to California. With what were called these and other facts, before them, the committee expressed the judgment that it was the imperative duty of the Legislature to take the proper steps for the establishment of a university in which the higher branches of education might be taught. In connection the declaration was: "Our State is fast approaching a point in her history where it will require the assistance of science and scientific men to develop her resources." Mention was made of the needs with respect to mining, and further it was stated: "Our Sierra Nevadas can never be extensively penetrated by the iron horse without the assistance of the highest mathematical and engineering attainments." Aside from these considerations the declaration was that the committee would earnestly urge upon the Legislature the establishment of such a school on account of the isolated position of California. Necessary in any State, such an institution was a two-fold necessity in California, inasmuch as the youth were "far behind in point of mental culture," and unless steps were taken to remedy the evil there would be the disagreeable fact ere long that men from other parts of the country would be developing the resources of California. The Committee on Education recommended that a special committee be appointed to draft a bill for the establishment of the needed institution. Such a committee was appointed, and the chairman of the Committee on Education was made chairman of it.

This special committee consisted of D. B. Bailey of Santa Clara, S. P. Theller of San Francisco, C. P. Wilkins of Sonoma, S.W. Lovell of Placer, J. B. Hammond of Mariposa and Merced. A bill was introduced on the 5th of March, was read twice and referred to Committee on Education, was ordered printed. This committee never reported concerning it. [2]

The following year, 1861, the Superintendent stated in his report that he had theretofore exhausted the argument for immediate action with respect to a university on the military plan, warmly renewed the recommendation, referring for details to his report in 1860, and remarked in conclusion, "Recent events have given additional weight to those reasons." The events referred to were those which were moving the nation rapidly along toward the Civil War.

The year 1862 found Superintendent Moulder unchanged. In January of that year he stated in his report: "For several years the Superintendent has urgently recommended the organization of the State University, provided for by the constitution, on the basis of a Military Institute, similar to West Point. The arguments in support of this recommendation have been frequently set forth in previous annual reports, to which he would respectfully refer. Should the Legislature see fit to adopt the Superintendent's views he will be happy to furnish such details as his experience and study enable him to offer."

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[2] The nature of this bill is undeterminable—there being nothing of record concerning it, either in the reports of the proceedings of the Legislature or in the newspapers.

CHAPTER V

THE MORRILL LAND GRANT ACT AND THE UNIVERSITY MOVEMENT

The year 1862 did not register any progress. Superintendent Moulder, as heretofore stated, repeated his recommendations for a Military Institute. In his message to the Legislature, Governor Downey remarked: "The importance of affording a California education, and that of the highest order, to our children, cannot be overestimated. The objections to its establishment hitherto, arising from want of funds, cannot now be urged, from the fact that the lands appropriated by Congress have been nearly all sold, and the proceeds of such sale now in the treasury or in process of maturity for payment into the treasury. And as the fund is the common heritage of every child in the State especial care should be taken to guard the institution founded by it from every taint of sectarian bias both in the character of its professors and the text books used in conveying instruction."

Although on the part of the State there was no furtherance of the university project during 1862, there was that year a national enactment which led on to the action which resulted a few years thereafter in the founding of a university.

The national enactment of 1862 democratized higher education; it led to the establishment of industrial educational institutions in every State of the Union—to their establishment as departments of instruction or as separate institutions. It led to the early establishment of the University of California.

This act, known as the "Morrill Act," was introduced into Congress by Justin S. Morrill of Vermont, whose father and grandfather had been village blacksmiths. At the age of fourteen he had left school to help support the family of which he was a member, clerking in a store for $30 for the first year and $40 for the second. Arising to a partnership in the business, he turned later to farming, and in the year 1854 was elected to Congress by a majority so small that the change of thirty votes would have defeated him.

The fundamental idea of this educational measure which was first introduced into Congress by Representative Morrill in 1857 was "to offer an opportunity in every State for a liberal and larger education to large numbers, not merely to those destined to sedentary professions, but to those much needing higher instruction for the world's business, for the industrial pursuits and professions of life."

The Morrill bill met with the most determined opposition. Senator Mason of Virginia declared that it was "one of the most extraordinary engines of mischief"—"a visionary project," unworthy of notice. Clay of Alabama labeled it as "the most monstrous, iniquitous and dangerous measure which had ever been submitted to congress"—that it was "a delusive attempt to do an impracticable if not an impossible thing." Senator Rice of Minnesota declared that "the success of the measure would mean a lingering death to Minnesota." The claim of the opponents of the bill was that the public lands would be exhausted by its enactment and settlement of the country be retarded and curtailed. This, despite the fact that not so much as one per cent would be abstracted, and more than 1,000,000,000 acres left for homestead purposes.

Despite the opposition the bill passed the Senate by a vote of 25 to 22; and the House, by a vote of 105 to 100. In the advocacy of the measure Mr. Morrill declared that "the education offered in the colleges was almost exclusively for the professional classes, while the greatest number of people were engaged in productive and industrial employment. He argued that a grant of land for such an educational purpose would be as much in the interest of the States as a grant to aid in the construction of railroads. He contended that the grant was not a donation, that it would relieve no State from taxation in any respect, that it would impose new duties, making the several States trustees for a great and beneficent purpose.

President Buchanan vetoed the bill, questioning the constitutional right of Congress to make the grant; also for the reason that the measure would deprive the Government of the revenue to be derived from the public lands thus granted. Another objection by Buchanan was that the act would make it possible for wealthy men to purchase large tracts of land and hold them for speculative purposes—to the detriment of the States. Further, that such an enactment would interfere with the institutions of learning already in existence, in some of which agriculture was taught.

The bill was introduced again in 1861. The Committee on Public Lands, to which it was referred, was hostile to it. At the request of Representative Morrill, Senator Wade introduced a similar bill in the Senate. When this was passed by a vote of thirty-two to seven, despite some of the same objections which were made in 1858 and 1859, and had been transmitted to the House, Mr. Morrill tactfully secured action thereon without the referring of it to the hostile committee; it passed by a vote of 90 to 25, and received the signature of President Lincoln on the second of July, 1862.

Professor Jonathan B. Turner, one of the founders of Illinois College, who had drawn up "A Plan for an Industrial University," and had secured the printing of it in the United States Patent Office Report of 1852, was one of the educators working for this measure. In the Presidential campaign of 1860 he secured promises from both Lincoln and Douglas to sign such a bill if elected.

The Morrill Act provided for a grant to each State of 30,000 acres of land for each Senator and Representative in Congress. The money received from the sale of land was to be held as a perpetual fund, never to be diminished, and the interest on it was to be used for "the endowment, support and maintenance of at least one college" where the leading object should be to teach such branches of learning as were related to agriculture and the mechanic arts—in such manner as the Legislature might provide. This, without excluding other scientific and classical studies. Military instruction was also included and required.

Thus did there come into operation an educational measure of far-reaching influence and immeasurable worth. In an article in the Report of the United States Bureau of Education for 1888 it was stated that "next to the Ordinance of 1787 the congressional grant of 1862 is the most important educational enactment in America." Andrew D. White, one of America's great educators, wrote in 1899 concerning the service rendered by Congressman Morrill: "It is, in my opinion, a service which deserves to be ranked, and which future historians will rank, with those of Hamilton in advocating the Constitution, of Jefferson in acquiring Louisiana, and of Clay in giving us a truly American policy."

The ideas embodied in the Morrill Act, however, were not new. The need for such education had been recognized for many years and efforts to provide for it had been made from time to time. Interest therein dates as far back, at least, as the time of the organization in 1791 of the New York Society for the Promotion of Agriculture. In 1818 Governor DeWitt Clinton suggested in an address to the Legislature that a professorship of agriculture be established in the University of the State of New York. In November 1851 a largely-attended convention was held in the village of Granville, Illinois, at which it was resolved to take immediate steps for a university to meet the needs of "each and all the industrial classes of the state." Later conventions led to the decision to memorialize Congress for the purpose of obtaining "a grant of public land to establish and endow industrial institutions in each and every state in the Union." Such a memorial was framed and adopted by the Legislature of Illinois in February 1853 and was presented to Congress on the 20th of March 1854. The Legislature of Massachusetts suggested to Congress in 1855 a grant of lands for "a national, normal, agricultural college, which should be to the rural sciences what West Point was to the military." There had been action on the part of individuals at earlier dates. Professor Alden Partridge of Norwich University had in 1841 memorialized Congress for a general system of education to be aided by funds derived from the sale of public lands. In 1848 Congressman Hall of New York announced the intention of introducing a bill providing for a donation of public lands to the several states and territories to be by them appropriated to the encouragement and improvement of agriculture. Several states already had agricultural colleges; but they were not government aided institutions. And in existence for some time was the People's College—the Rev. Amos Brown's historic institution at Havanna, New York. Lawrence Scientific School at Harvard was founded in 1842; The Sheffield Scientific School at Yale in 1847.

The deficiencies educationally were recognized at an early date by the colleges. In 1850 President Wayland stated in his report to the trustees of Brown University: "Our colleges are not filled because we do not furnish the education desired by the people. . . . We have produced an article for which the demand is diminishing. We sell it at less than cost and the deficiency is made up by charity. We give it away, and still the demand diminishes. We have in this country one hundred and twenty colleges, forty-two theological seminaries, and forty-seven law schools; and we have not a single institution designed to furnish the agriculturist, the manufacturer, the mechanic, or the merchant with the education that will prepare him for the profession to which his life will be devoted."

Michigan University had a scientific course as early as 1853, and organized an agricultural college that year. Pennsylvania established a state agricultural school in 1854.

California's apportionment under the Morrill Act was 150,000 acres. The act required acceptance of its provisions within two years from July 2, 1862; and any State accepting must within five years from the date of enactment establish one or more colleges or the land, or the proceeds therefrom, would revert to the United States Government. This grant was accepted by the California Legislature on the 31st of March 1864, and became a few years later one of the foundations on which was established the University of California. The movement toward that end, however, was slow. The required institution was not established within five years from July 2, 1862; but an amendment extended the time for compliance with the requirements, and when on the 23rd of March, 1868, the University of California was chartered the State entered into that inheritance.

CHAPTER VI.

STATE MUSEUM PLAN FOR A UNIVERSITY

On the 22d of April, 1863, by concurrent resolutions in the Legislature, Professor J. D. Whitney, State Geologist; John Swett, Superintendent of Public Instruction; and J. F. Houghton, Surveyor-General, were constituted a board of commissioners to make investigation and to report by December of that year "on the feasibility of establishing a State University, embracing an agricultural college, a school of mines, and a museum including the geological collection of the state." The board was asked to report such facts and considerations in connection therewith as it might deem important.

This board of commissioners made report in December, 1863, and appended to that document a draft of a proposed law in which were embodied the ideas and provisions of the report. The annexed draft was entitled: "An Act to Establish the State Museum of California, and to Provide for the Establishment of a School of Practical Science as a Branch of the State University."

A State University was contemplated to be established at some indefinite date in the future; but the public institution, if not in the judgment of the commission the most greatly needed, at least the one that could be most readily established, was a State Museum for the proper display and safe-keeping of the state geological collections and future additions to those collections.

One of the provisions of the proposed act was that the board of commissioners thus constituted should submit to the Legislature on or before the second Monday of December, 1865, "A detailed plan for the organization of a State Polytechnic School in connection with the State Museum."

The Museum was to be established forthwith in San Francisco, provided the city or individual citizens would donate tracts of land of sufficient size and of suitable location not only for the Museum but also for the future State University;

and provided further that $75,000 be donated for a building for the Museum. If these provisions were met within one year from the time of the passage of the proposed act, San Francisco was to be the permanent location of the Museum, and of the State University which was sometime to be. If these requirements were not met within one year the proposed act made it the duty of the board of commissioners to proceed to locate the said Museum and State University at such place as might by them be deemed best fitted to subserve the interests of the people and the cause of higher education. And to this end they were empowered to invite proposals from all parts of the State for a site and for funds for the construction of the Museum building.

The Prospectus of the University of California, issued in 1868, called this proposed enactment "one of the curiosities of the history of the University," and remarked: "Fortunately this scheme was not adopted, and its only effect was to postpone for several years the creation of the University."

Standing alone, the proposed act might, perhaps, justly be called a curiosity; but not so, when taken in connection with the elaborate report made by Messrs. Whitney, Swett, and Houghton. These three able men had made a careful study of the educational needs and the situation in California and had presented a report and a draft of a law which were worthy of more sympathetic consideration than they received.

At first thought it seems odd that a commission of able men should have recommended as the first step toward a State University the establishment of a museum for the housing of geological collections. But in their report is to be found the statement that "this is all which the present condition of the State finances, in view of the constitutional provisions against the increase of the public debt, will admit." And it was their expressed opinion also that the establishment of the museum and the carrying out of the measures relative to a Polytechnic School would mark "an honorable beginning . . . toward the establishment of a State University."

In the course of its report the commission declared that the interests of the State required the consolidation of the grants of land for a University and for an Agricultural and Mechanical School, so that these should be parts of one institution.

Without such consolidation, it was shown that there would be much duplication of teachers and equipment, consequent waste and loss, and that the probable result would be "two feeble and almost useless institutions instead of one strong and successful."

With reference to the need for a Museum for the preservation of the geological survey collections, the commission stated that they would be "of the greatest possible importance not only for the general instruction of the people, but especially for the purposes of higher education in the University." And further, it was declared: "The establishment of the geological survey was in fact the first step towards the production of a State University. Without the information to be obtained by that survey no thorough instruction was possible on the coast either in geography, geology, or natural history, for the student in those branches requires to be taught in that which is about him, and with which he is brought into daily contact, as well as that which is distant and only theoretically important. The student of geology in California demands to be posted on California geology."

As to metallurgy, it was declared that the whole science as applied on the Pacific Coast was a perfect chaos, and that years would be required to elucidate the subject and place it in a condition to be made available for teaching. And as to coast natural history and botany—there were only detached fragments scattered widely and unusable.

Among the conclusions reached by the commission was this: "That it is not advisable, at least for the present, to organize a collegiate department in connection with the proposed institution."

In support of this conclusion it was stated: "There are several colleges, and schools calling themselves colleges already organized and in operation in this State. These, like nearly all the collegiate institutions in the East, have been established by different religious sects and denominations, and each is supported chiefly by those of the same belief. There is no reason to suppose that the establishment of a state college, however liberally it might be endowed, and however well managed, would put an end to the other colleges, because the state institution being necessarily detached from all sects would be looked on as a sort of infidel concern, and people of strong religious instincts would prefer to patronize institutions which were managed by those of their own way of thinking.

"It is believed, therefore, that the colleges already existing and those which will undoubtedly be got up by other sects, not yet represented by such institutions here, will suffice for the kind of instruction usually imparted in a college course; for it is reasonable to suppose that in a state as new as California, and with its peculiar conditions, it will be a good many years before the number of persons demanding a college education will be large."

Accordingly the argument ran, that it would be better that the State University select some other portion of the great field of Science and Art, and not trespass on fields already occupied. Then, too, it was argued in the report that on this plan the colleges would be feeders of the State University, and each institution would aid in developing the other.

So it was that the report recommended that when definite steps were taken at a later date for the establishment of something more than a State Museum, it should be, first, a "School of Science and Art," having for its object "the professional training of young men in the exact and natural sciences, and their application to arts, manufactures, mining, metallurgy, and agriculture."

Fifteen years after the constitution of California was adopted, in which provision was made for a State University, the Legislature to which were made the foregoing suggestions adjourned without ordering even these or other preliminary steps for establishing a University. But events were crowding. Evidently at least a beginning could not be delayed much longer; and in the Legislature of 1865-1866 was taken that action which led to the chartering of the University of California on the 23d day of March, 1868.

CHAPTER VII.

PUBLIC SCHOOLS IN RELATION TO THE UNIVERSITY MOVEMENT

The State Constitution made it the duty of the Legislature to provide for a system of common schools by which a school should be maintained in each district at least three months in every year. A bill to that end was introduced at the first session of the Legislature. On the 17th of April, 1850, the Committee on Education in the Assembly reported concerning it: "We are just organizing our State system, which from the stress of circumstances is necessarily very expensive. The taxes laid upon our people for state, county and municipal purposes, make an aggregate so large that the Committee on Education have not deemed it practicable to report a bill taxing the people any further for school purposes—being convinced that the people of California having children to educate will by private subscription and municipal regulation establish and maintain schools throughout the State until a school fund can be obtained for the establishment of public schools. The committee is convinced that it will be at least two or three years before a school fund will come into the treasury from the liberal grants made for that purpose. . . . Being impressed with this belief the committee have thought it best to postpone the consideration of this subject for the action of a future legislature which will have at its disposal more ample materials than we have from which to cull and frame a correct public school system."

Nothing concerning this bill or the discussion thereof has come down to the present generation except the Assembly Journal record that the report of the committee was adopted and the bill indefinitely postponed. The excuse of 1850 was in part the excuse for many years thereafter, and it was partly for this reason that California did not have until 1867 a system of public schools supported by taxation,—nor the foundations for a university until the 18th year of her existence as a State.

Whether wise or unwise, all interests considered, that action by the first Legislature, coupled with the action of future Legislatures, retarded the development of our public school system. Results, for many years, were inadequate funds for the support of the schools—all in all, consequences bad for the people of the State. It did not leave the people wholly without the means of education, for private schools, academies, and schools partly free, sprang into existence to meet the need. The private schools and the academies operated ere long to the detriment of the public schools and delayed the completion of the system. And finally, all these things operated against and delayed the establishment of a university.

In the second session of the Legislature an imperfect school law was enacted. It contained no provisions for taxes for the support of the schools,—neither State nor county, nor district. The schools were left dependent on rate bills, tuition fees and private subscriptions. District boards were given the power to build schoolhouses, but no power to levy taxes for building purposes.

A short time before the first Legislature had postponed action for the framing of a public school system, steps were taken in San Francisco to establish a free public school. An ordinance adopted by the city council on the 8th of April, 1850, transformed into a free public school one which had been theretofore mainly a private institution. Opened by J. C. Pelton on the 26th of December, 1849, in the chapel of the Baptist Church, with three scholars the first day, this school had admitted free of tuition all who applied—being supported by certain friends of the enterprise and such other contributions as the public was disposed to make.

The city ordinance provided that all persons desiring to have their children instructed in this first municipally established free public school should obtain an order from the chairman of the committee on education, and that all children obtaining such order should be instructed free of charge. It was stipulated that the number of scholars should not exceed one hundred and that no one under four years of age nor over sixteen should be admitted.

San Francisco, in September, 1851, passed the first school ordinance under the school law enacted by the Legislature in the early part of the year. It provided for a board of education composed of seven persons and a city superintendent; and made an appropriation of $35,000 in support of schools—two opening on the 17th of December; another on the 22d. Probably without exception, however, throughout the State, outside of San Francisco, the first two years after the adoption of the constitution, education was in schools privately maintained—sometimes, wholly, sometimes in part.

In response to inquiries made by the Superintendent of Public Instruction the latter part of 1851, a Sacramento teacher stated that for all of the 400 children in Sacramento County there were only two primary schools and one academy or high school—all in the city of Sacramento; and that these were private institutions, Sacramento never having spent a cent for elementary instruction. He stated that his school, started because of the absence of free common schools, in almost continuous session since June the 10th, 1850, would soon become "Sacramento Seminary"; also, that his sympathies were with the public free school system, and urged in the interests of the children of the State the establishment of such schools at the earliest possible date.

Yuba County, with at least 150 children, had only one school—the academy at Marysville, opened by the Rev. Tyler Thatcher with the hope that it might grow into a college. A letter from the founder of this school stated that the friends of education in that part of the State were waiting anxiously for some action by the Legislature in favor of common schools. The postmaster supplemented this with an appeal to the Legislature and with the statement that Mr. Thatcher's terms were six, eight, and ten dollars a month; not high all things considered, and yet evidently beyond the reach of many.

From Monterey County came the statement that the schools in Monterey were supported by a charge of $50 a month for each scholar, and that the two schools there, and a seminary for young ladies under the superintendence of the Sisters of Charity, had an attendance of 115, though there were not less than 500 children of school age in the county. From San Juan, where there were 179, the postmaster wrote that there was no school of any kind, though there had been a Spanish one for a time. "Morality and society are in a desperate condition. I have built a house half a mile from the Mission, twenty by thirty-two, and half-way between the American settlers, which I offer to the inhabitants free of rent for a schoolhouse, but they appear to be careless and very indifferent about the education of their children." At that time there were in the San Juan neighborhood forty-four American or English born children.

Santa Cruz, San Jose and Stockton had schools privately supported, to some of which children were in special cases admitted free of charge.

At the best, however, the estimate was that a very large majority of the 6,000 children of school age at the beginning of the year 1852 were "growing to manhood and womanhood without education or the means of it."

The conditions at that time were due to considerable extent to the fact that the State was in many places so sparsely settled as to scarcely admit of any organized educational work. Changes for the better came soon. Many schools were organized the next year. This increase in the number of schools, however, soon rendered the revenue for their support, derived from the State fund, very inadequate. No such result was anticipated, apparently. In his report to the Legislature on the 11th of April, 1853, John Marvin, the Superintendent of Public Instruction, made the following sanguine statement: "Something more than 150,000 acres of the school lands have been sold, yielding a school fund of more than $300,000. The interest on this, together with such other probable sums as will accrue from the sale of lands during this year, will amount to about $22,000. This would make not far from $50,000 for distribution to organized schools, on the first of January, 1854—a sum sufficient to place them upon a sure and almost free basis during a considerable portion of the year. It would also induce the people to organize schools in accordance with the law, in order to secure their portion of school money. Should these views be deemed tenable, the tax of five cents of the thirty imposed on each one hundred dollars by the revenue law of 1852 for the support of schools might appropriately in the present financial embarrassment of the State be devoted to the paying of the interest on the school bonds. Should the sale of the 500,000 acres of land progress for the coming year, as during the past, by January, 1855, the interest from the fund alone will go far towards supporting free schools at least three months in every school district in the State without aid from other sources. It is to be hoped that no changes will be made in the law providing for the sale of the 500,000 acres of land. It has worked as well as its most sanguine friends anticipated."

There was here, however, no complete public school system. Realizing the need for something further, Superintendent Marvin made suggestions concerning academies; and what he called high schools: "Their necessity is becoming every day more apparent, and eight or ten are now in operation under more or less favorable auspices. Perhaps the more direct way to encourage them would be to empower the counties where they are located to levy a uniform tax upon the real and personal property sufficient to defray in part the necessary expenses; the tuition money would make up the deficit and we should then have duly provided for a much needed and desirable class of schools."

Manifestly with schools supported in such a manner California would not have been very far along on the way to a system of free public schools. However, in concluding his report the Superintendent stated to the legislators: "The guarding and increasing of the school fund are entirely in your hands, and it is my desire as well as duty to aid you in establishing and perfecting a system of free common schools that will redound to the glory and honor of our Eureka State."

The first State school tax was levied under a law approved on the 3rd of May, 1852—five cents on each one hundred dollars of the taxable property. This law also authorized the counties to levy a tax not to exceed three cents on the hundred dollars, and the councils of incorporated towns a similar sum. In 1853 amendments to the school laws gave counties power to make a levy not exceeding five cents, and incorporated cities whatever should be found necessary. In 1854 provision was made for the turning over to the school fund fifteen per cent of the amount received as poll tax. In 1855 counties were authorized to make a levy not exceeding ten cents on the one hundred dollar valuation—the fund to be used for building purposes, libraries, and salaries.

The amounts realized year by year from the sale of the 500,000 acres of school lands, from which so much had at first been expected, were disappointingly small. Inasmuch as only the interest on this fund could be used, the schools fared poorly from that source.

An effort was made in 1852 to secure a law which would provide for the immediate sale of only a part of the grant, and the holding of the balance until a much higher price could be realized than could be expected at an early date.. If this course had been taken several million dollars probably would have been realized instead of the approximate sum of six hundred thousand.

Placed on the market at $2 an acre, 150,000 acres were sold in 1852. Within less than two years from the date of the law authorizing this sale, which was May 3, 1852, and when 268,000 acres remained unsold, the sales had nearly ceased. In 1858 when 262,400 acres remained unsold a law was enacted which placed the balance on sale at the reduced price of $1.25 an acre—the figure at which purchases could be made from the Government lands.

There was disappointment also down through the years with respect to the township lands donated by Congress by the Act of March 3, 1853, for school purposes. Consisting of two sections in each township, the 16th and the 36th, this grant in its totality constituted a magnificent domain of approximately five and a half million acres. Realization on this land was slow also. Up to 1863 only $360,587.50 had accrued therefrom. The proceeds of this grant, first held to be for the several townships, were by an enactment of 1861, turned into the general school fund and were distributed equitably therefrom. But, as late as twelve years after her admission into the Union, California had from these two magnificent land grants a school fund aggregating less than a million and a quarter dollars—the interest on which did not at any time go far in support of such schools as the period demanded.

In the year 1855 the public school situation had become such that figures presented by Paul K. Hubbs exhibited what he called "the lamentable fact" that nearly three-fourths of the children of the State were "growing up devoid of learning to read or write." "This startling but stubborn truth," he declared,"should awaken the representatives of the most highly intellectual people upon the earth to immediate remedial action." "The effect of the legislative sleep of the past sessions," he added, would be evident soon "in the immoral tendencies of trained ignorance in our land. No government is worthy the name of civilization that refuses to educate, and to educate properly, the children of the State. It is purely ridiculous and mean in the individual to say, 'I will not pay for the education of the children of others.' You pay for roads over which you never travel, and you pay for prisons which you never inhabit. It is but a part of the social compact of civilized society to advance the intelligence, and to elevate the character for independent thought and action by the whole people. With the adoption of the free school system we prepare a way for the future greatness of the State," remarked the Superintendent, "and present to the world a truthful reflex of her proud position as the richest confederate in the great democratic nation of nations."

State educational appropriations decreased from $53,511 for 1853 to $38,187 for 1854, "a mere pittance of an average of $180 each to the teachers for the entire year." Schools were being abandoned for lack of support.

However, despite all the drawbacks and indifference and neglect, each of those early years marked some advancement in the condition of the public schools. In 1858 the Superintendent witnessed to a steady improvement for several years notwithstanding what he called "the pittance doled out by the state" for their support. "Earnest and intelligent friends of education have sprung up in all parts of the State, and by their active efforts the people have been encouraged to persevere despite the little assistance received from the State." Extraordinary efforts had been made by citizens of San Francisco and Sacramento, and the schools in those cities were held to compare favorably with the best in other parts of the United States.

All in all, while California might take considerable pride in her school system, there was in the full acceptation of the term "no such thing as public schools"—schools in which the children of the State could be educated free of expense. And the fear was expressed that the burden of contributions by parents and guardians, to maintain the schools, contributions frequently very unequal, would increase beyond their willingness to bear—thus leaving the schools to languish and lose their hold on the popular favor. Mr. Moulder in report made January 3, 1859, noted steady progress for the schools in time of service and efficiency during the seven years past, and then remarked that the gulf between what they are and what they might be and ought to be is immense. His only consolation was that the gulf was not impassable. However, he said to the assembled legislators: "Nothing save a confidence in the intelligence of your honorable body, and in your disposition to aid the cause of education can prevent a feeling of discouragement and almost of despair at their present condition."

The following year an extra appropriation of $100,000 was asked by the Superintendent for the schools. In support of the request he presented an analysis of the reports of two thousand school officers showing that there were 40,530 children in the State between four and eighteen years of age; that the whole number attending school during the year 1858 was 19,822, and that the daily average attendance was only 11,183. Accordingly that year in California 20,708 children of school age were not in attendance at the schools, and 29, 347 virtually received no instruction therein. Superintendent Moulder's remark with reference to this situation was, "If this state of things is 'very good for California,' and we do not take instant and effective means to remedy it, these 29,347 neglected children will grow up into 29,347 benighted men and women, a number nearly sufficient at ordinary times to control the vote of the State and in consequence to shape its legislation and its destiny."

In certain comparisons made by him Superintendent Moulder said: "Damning as the record is, it is yet lamentably true, that during the last five years the State of California has paid $754,193 for the support of criminals, and but $284,183 for the education of the young. In other words, she has paid nearly three times as much for the support of an average of 400 criminals as for the training and culture of 30,000 children."

The serious outlook educationally was further indicated by the statement that of the 5,552,760 acres of land to which the schools of California were entitled there were then available only 27,949 acres of arable land, 50,240 acres of pasture land and 13,400 acres of timber land—a total of only 90,720 acres. Estimating that other lands might perhaps be available, the limit was fixed at 114,880 acres. "To such pigmy proportions has our magnificent domain of five and a half millions practically dwindled," said Mr. Moulder.

Two years later, in his report which was presented to the Legislature in January, 1860, the Superintendent called "wretchedly insufficient" the amount contributed by the State to the cause of education. It was about one dollar and forty cents per annum for the education of each person of school age; and with the aid derived from local taxes, rate bills, and private subscriptions it had been possible to pay the teachers only an average of $66.72 a month—"scarcely as much as a bootblack obtained."

In 1862 Andrew J. Moulder's service as Superintendent of Public Instruction ended and John Swett's began. The latter's entrance into office marked the beginning of several important changes of procedure therein. Nothing more was heard of the military institute plan for a state university; but all the efforts of the Superintendent were concentrated on the public schools, to the end that the enduring foundations of a thorough educational system might be laid at the earliest possible date.

Conditions, educationally, improved during the next four or five years. Nevertheless in 1863, Superintendent Swett reported that in San Francisco alone one thousand more children would attend the public schools if there were room for them. At that time twenty thousand children, or twenty-five and one-half per cent of those of school age, were not attending any school.

By 1865 conditions had improved further, but even then the declaration is that there were "five thousand children clamoring for admission into the schools, with five thousand more attending only one-third of the year." It was at this time that Superintendent Swett asked, "Why entertain Utopian notions of a mushroom state university?"

In his report, issued November 1, 1865, Superintendent Swett considered the State Agricultural College question which was being discussed considerably then, and arrived at the conclusion that there were not sufficient available funds for such an enterprise and would not be in the near future. Years, he declared, would elapse before much could be realized from the government land grant of 150,000 acres. The "Seminary of Learning" fund could not be used for such an institution unless it provided a liberal course of study, and was not confined to agriculture or the mechanic arts. But even if available the annual interest thereon would not provide a salary for more than one professor. Stating that it would cost at least twenty-five thousand dollars a year to support such a college, in addition to receipts from tuition, Superintendent Swett asked: "Is the State ready to assume such a burden? Ought she to do it? When she has six thousand children for whom no suitable provision is made to teach them to read and write the English language will it be wise to expend twenty thousand dollars a year for such an institution? Will the financial condition of the State warrant this expenditure?"

Continuing, Superintendent Swett said: "While I appreciate fully the advantages of higher public institutions of learning I feel called upon in behalf of the common schools to enter my earnest protest against burdening the State with the support of a university until she has established a system of free public schools which shall extend to all her children the advantages of an elementary education. The higher good for the greatest number is the foundation principle of our educational system as well as of our government. When the State has provided for every child the means of a common education, then let the high schools and state universities be established, and until then let private institutions and colleges already established furnish the means of a higher education." And his suggestion was: "If any existing college will take the land scrip and engage to organize and support a scientific department, let the State hasten to close the bargain. Then let the 'Seminary Fund' be taken to build a suitable building for the State Normal School and establish a 'State Normal University,' which in the next fifty years may grow into a solid institution of learning. A Normal School the State must support as a necessity of the common school system."

Further as to the agricultural college project it was stated: "In States five times as old, and with five times our population, agricultural colleges have proved failures." Accordingly legislators were asked to think long and well before taking steps at that time to establish even an agricultural college.

Though not sanguine of success in such effort, Superintendent Swett recommended that a commission be appointed by the Legislature to canvass for subscription endowments for a State Polytechnic School, embracing departments of agriculture, mining and literature, said commission to report before the close of that session of the Legislature. If the effort to secure this endowment should fail his recommendation was that Congress be requested to extend the land grant limit, on account of the unsettled condition of land matters in California.

CHAPTER VIII.

AGRICULTURAL, MINING AND MECHANICAL ARTS COLLEGE

The movement through many years for a State University resulted at first in the chartering of only an Agricultural, Mining And Mechanical Arts College. Certain immediate events which led up to this will be set forth in this chapter.

The State Board of Agriculture in its report for the year 1863 observed that the next Legislature would be called upon to legislate for the establishment of an Agricultural College pursuant to the congressional enactment of July 2, 1862. In order to bring the matter up "more fully for consideration and discussion," a paper by the United States Commissioner of Agriculture was embodied in the report. The paper by the United States Commissioner, Isaac Newton, quoted the provisions of the Morrill Act and had then this comment: "It will be seen from this that these colleges are not to be agricultural only. The education of the mechanic, manufacturer, merchant, and miner, is demanded as well as that of the tiller of the soil. All the industrial classes are to be fitted for an intelligent career in the several pursuits of life." Proceeding then to set forth what that education should be it was stated: "Our agricultural colleges have heretofore failed because they aimed to educate for the pursuit of agriculture only. The sons of our farmers are not less ambitious of distinction than others, and an education that regards them as farmers only cannot meet their approbation. The purpose of an education is to teach men to observe and to think; these are alike essential to all pursuits and in these operations of the mind all the faculties are called in requisition. A skillful and correct use of their power is the boon of instruction. Their general development is first to be accomplished, and subsequently this developed power is to be applied to particular pursuits. A course of instruction regarded merely as information is not less necessary to one pursuit than another, for a mere farmer or mechanic is not less to be discountenanced than a mere lawyer. General science and knowledge is as essential and is as becoming to the one as to the other. All pursuits, then, may have a common course of instruction."

In 1865 the State Agricultural Society invited the Honorable A. A. Sargent, recently a Representative in Congress, soon to be a United States Senator, to give an address at its meeting in Sacramento on the 21st of September on the "Education of the Industrial Classes"—with particular reference to the means by which the legislation of Congress granting land for agricultural colleges might be made available to California. In that address [1] Senator Sargent spoke of the unsatisfactory condition in which pioneer purchasers of land in California then were because of the failure of Congress to properly legislate with respect thereto and stated that he was not hopeful that the State could realize for many years to come any substantial benefits from the grant of 150,000 acres for an agricultural college. Yet, he observed that they were required by the enactment of July 1862 to establish the college within five years or forfeit the donation. Accordingly the next Legislature must take requisite steps or there be lost whatever advantages might be derived from the grant. Senator Sargent asked then: "The benefits of the Act of Congress being so questionable and so remote is it the best policy to let the grant relapse by inaction? or only take such action as shall secure the gift and wait for further legislation of Congress to make it available? or proceed in earnest to found a college that shall fill the conception of Congress and prove a blessing to the State?" Proceeding then to answer his questions he said: "It seems to me that the Legislature will not desire the unpleasant responsibility of allowing this grant to be lost by its failure to take the necessary steps to secure it. The time will come when there will be lands within the State available under this grant. If the Legislature shall determine that it is not best to forfeit the grant by inaction, such a result may be averted, in my judgment, by the passing of an act providing for a board of commissioners for the establishment and locating of such a college. . . I do not understand that the requirement that the State shall provide a college within five years involves the necessity that the college shall be in full operation in that time." Asking then, "Is it the best plan to actually establish a college, realizing so far as possible the requirements of the Act of Congress at the expense of the State?" his answer to his question was: "I think so, for the benefit of such an institution will amply repay the cost." He was careful, however, to have the people realize the responsibility of such a step, that they should know before taking it that it meant State appropriations continuously for years, though in the distant future the institution might through private donations become independent of such aid. But be this as it might be, it was for the State to lay then the foundations of a great university and do much toward securing for it a useful and powerful future. "We may expect much from the gratitude of the future towards our undertaking," said Senator Sargent, "far less from the present." It was said in the concluding part of this address: "To many the employment of large sums of money to organize and maintain such an institution will seem useless expenditure. It may also be urged with force that the State is already burdened with debt and should practice strict economy until its debts are paid. There is an element of truth in the latter objection, and perhaps enough to determine the Legislature against the enterprise. But I believe the real interests of the State, even its monetary prosperity, will be so greatly advanced that by the successful workings of such an institution the return will be manifold above the expenditure." Declaring then that they could not afford to neglect any means of improvement, he thrilled his hearers by a graphic depiction of the possibilities: "We have capacities for development here far exceeding the most ambitious statement. Our mines are practically exhaustless, and will be liberal of wealth on full development. Our geographical position, aided by rapid communication across the continent, will make tributary to us that vast commerce now awaiting inlet, and which flows as naturally in currents as rivers run to the sea—wherever it flows, depositing riches. The caravans that traversed the East, carrying the trade of the Orient to the Mediterranean, built cities of palaces, and made empires great in power and opulence. Our agricultural domain lies open to enterprise, and is capable of feeding the thronging millions who will inherit this fair empire. Our mountain streams await the busy machinery that will ply upon their banks; and all the great industries that maintain powerful communities will be set in motion here to meet the necessities of the growing future."

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[1] Historical Pamphlets, University archives.

"With such a destiny before our State, shall we neglect the means that will guide these results to the happiest consummation and make those who come after us worthy of their inheritance and able to secure it?" asked the orator. "Shall scientific knowledge be the only essential element of success that we shall not possess? Or, shall we be content with sending a few of our children to the East or to Europe to procure the necessary instruction which our indifference or false economy denies them at home?" Such, he declared, was not the policy for California. "We should attract men of culture and experience. We should secure original thinkers, men of genius, men of research, to teach our youth and stimulate and guide the development of our resources. That we may not lack advanced minds to lead in the race of progress we should aim to develop intellect and true manhood here. It is better to exhaust all our wealth than to let the public heart decay or the public mind become attenuated."

In his report to the Legislature, which was dated November 4, 1865, the Surveyor-General quoted from the Land Grant Act of 1862 and stated: "It will be seen from the above extracts from the law of the donation the State has less than two years in which to provide at least one of the colleges; therefore, unless at the next session of the Legislature provision is made for such a college the grant will be lost."

In his message to the Legislature on the 8th of December, 1865, Governor Low called attention to the Land Grant of 1862 and stated in that connection: "To secure this magnificent grant it is necessary that the required steps be taken by the present Legislature, else it will be forfeited." And the Governor said further: "Should the national endowment be lost to the children of our State by reason of our neglect, the merited censure of coming generations would be cast upon the memory of those whose duty it is to act at this time." The Governor then expressed the judgment that for the present purpose costly buildings would not be required. However, "a true economy would suggest that no expense be spared to secure the highest order of talent in the various professorships, and requisite apparatus for the instruction of pupils," the thought being: "It is the individual professors who popularize all renowned institutions of learning, rather than imposing edifices." At later dates, remarked the Governor, the proverbial liberality of Californians may be confidently relied on to furnish the means for fine buildings and all needed endowments.

Virtually suggesting the consolidation of the "Seminary of Learning" fund with the proceeds of the sale of the agricultural college lands and the merging of the Agricultural College and the State University into one institution, Governor Low remarked that a good beginning would be made, such as would make the institution "worthy not only of the claims of the people of California but of those scattered over the great and rapidly developing regions west of the Rocky mountains" where the want of educational facilities was causing many persons to go back to the Eastern states for the education of their children.

The State Board of Agriculture, in its report that year [2] said under the caption of "A College for the Benefit of Agriculture and the Mechanic Arts—or An Industrial College": "To secure to California the congressional donation for this purpose the necessary preliminary steps must be taken by the present Legislature. It seems to be admitted on all hands that this will be done."

Consideration was given then to the character of the institution demanded by California—or the leading objects to be embraced in its organization and management, its location, and its endowments.

Taking the position that the leading objects of the college should be "the education of its students in such a manner as practically to prepare them for the great work of intelligently improving and developing the mineral and agricultural resources," the declaration then was that "it should be as near as possible to the geographical center between them, taking into consideration facilities for reaching that center by easy and rapid conveyance from all or the principal mineral and agricultural portions of the State." It was contended that the institution should be easily accessible to the mines "for the reason that those students who are pursuing a course of study with reference to mining as an occupation should frequently be accompanied to the mining region by their teachers so that they may see and practically be taught the application of the facts and principles they have been learning from their text books and in the class rooms." It was declared that this advantage would "constitute the principal difference between teaching mineralogy, geology and mining, as applicable to California, in an institution established with especial reference to these objects here, and in teaching the same subjects in an Industrial College in Germany." The position which the State Board of Agriculture sought to maintain was emphasized further: "The practical illustration and real business operations of life upon the very ground on which the student is to engage in those operations when he shall have graduated and is seeking fields of employment is what should be ever kept in mind in the management of an Industrial College. If we lose sight of this great principle and fail to so locate the institution that those advantages may be enjoyed by those who desire them we abandon the very object for which the College is to be established."

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[2] Report of State Board of Agriculture. Appendix to Journals of Senate and Assembly. 16th session of Legislature. Vol. 2.

Having concluded that a farm was essential if the proposed institution was to meet the needs of agriculture, it was stated: "Agricultural experiments to be of the greatest practical value to any particular farmer should be made in the same or similar climate and soil to those in which that particular farmer is to conduct his agricultural operations—with those experiments as a guide. But California possesses so many soils and climates that it will be impossible to exactly suit every individual location in this respect. The nearest we can come to it as to climate will be to select a medium, something between the damp fogs of the coast counties and the dry heated air of small valleys surrounded by ranges of hills or low mountains. A location in which these two general extremes meet and as it were neutralize each other, and yet where the essential properties of both are retained, would be the most appropriate as to climate. As to soil we can do much better. There are localities in which a farm of four or five hundred acres can be found embracing nearly all the varieties of soils we have. The rich alluvial river bottom, the mucky tule land, the stiff adobe, the red clay and decomposed granite, the dry sandy soil, and the alkali. A location embracing all these varieties of soil and a medium climate, central and easily reached from the agricultural positions of the State, should undoubtedly be the one selected. The selection of any other would be a grave error and would jeopardize the advantages we hope to derive from the College."

However, despite the fact that the State Board of Agriculture thus limited the choice of a location in view of what it regarded as being in the interest of agriculture and mining and laid emphasis on these as chief and governing, there was the declaration: "It must not be inferred that we disregard any other calling or occupation or would leave out of our plan of organization the necessary provision for giving them their proper share of attention. On the contrary a complete system of industrial education such as we should aim at finally and as we can command the means to establish should embrace the facilities for teaching all that is necessary to know or all that can be known in regard to the whole range of the industrial operations of civilized life. It should embrace the entire range of human knowledge as applied to human industry in the most advanced position of civilized society. It should be prepared to keep pace with the most advanced scope of human thought. It should embrace within its plan the ability and facilities not only to teach the art of doing all that man as the representative of the human race in his most educated position can do, but it should also possess the ability and the facilities for teaching the reasons why, as comprehended and explained in the entire range of the natural and physical sciences upon which all the operations of civilized life are based."

The report gave consideration finally to the question of endowments and funds needed for the maintenance of the institution. It was stated that the expenses would necessarily be greater than those of a literary institution with an equal number of students and professors. A faculty of thirteen persons was declared to be necessary. The president, "the responsible head of the College," should be "a man thoroughly versed in the natural and physical sciences." There should be professors as follows: For mathematics, and the higher mechanics and astronomy; of civil, hydraulic and military engineering and applied mathematics; of natural philosophy and astronomy, mechanics and physics; of pure and agricultural chemistry and geology; of metallurgy, mining, mineralogy, and chemical technology; of anatomy, physiology and veterinary; of natural history—more particularly zoology, comparative anatomy, and entomology; of practical agriculture and meteorology; of botany, horticulture and entomology; of English, French and German languages and literature; a teacher of bookkeeping and practical commercial law; a secretary, a treasurer, and librarian; twelve assistant professors and superintendents and a teacher of military tactics.

The estimated annual expenditure for the thirteen professors and teachers at an average of $2,400 was $31,200; that for the twelve assistants and superintendents at an average of $1,200 was $14,400. There was an estimate of $5,000 for annual additions to the Museum, library, and for scientific apparatus; also $5,000 for scientific investigations and assaying; and $5,000 for incidental expenses. The total annual expense accordingly was $60,600. The estimated income was tuition from 300 students at $100 each, $30,000. Interest on proceeds of College lands $17,343; income from the metallurgical and assaying departments $5,000; income of farm, well-managed, and from private endowments $4,225. Total $60,600. It was assumed that the Seminary of Learning fund could be appropriated for such an institution—somewhat doubtful, considering the limited scope of the proposed institution.

The foregoing annual estimate was followed by one for five years. There was an estimated original outlay, before the opening of the proposed institution, of $140,000—of which amount $25,000 was designated for a 300 acre farm, $100,000 for buildings, $6,000 for laboratory and apparatus for chemical and assaying experiments and work; $4,000 for library, and $5,000 for expenses of an incidental nature. The average annual expense was estimated at $40,000. The total expense for organization and management for five years being $340,000.

Income was estimated as follows: Interest on Seminary of Learning fund up to probable date of opening the College, April 1867, $32,256; legislative appropriation, 1866, $100,000; donations by place receiving location, including donations of surrounding counties and individuals, $40,000; interest on Seminary of Learning fund from 1867 to 1872, $4,032; interest from sale of College lands for first five years, $35,000; income from metallurgical and assaying department, first five years, $5,000; income for rent or use of farm, $4,000; annual appropriation of $20,000—making a total of $100,000; private endowments, $3,584. Whole income for organization and five years' management, $340,000.

The State Board of Agriculture concluded its report with this highly optimistic paragraph: "If the present Legislature were to establish or incorporate the College and incorporate a board of regents, consisting of good intelligent business men, who will be influenced by no political, sectarian, local or personal considerations, to locate and organize the same, and place at their disposal the interest of the Seminary of Learning and College land funds, as above indicated, together with the appropriations from the State treasury as above set forth, we have no doubt that in the year 1872 the State of California may be realizing all the benefits to arise from the successful operations of an Industrial College of a high character, and will be relieved from the necessity of appropriating another dollar for its assistance."[3]

Events a few years later showed that such an institution could not have been conducted successfully.

On the 18th of December, 1865, a bill was introduced into the Legislature by Assemblyman Holden of Mendocino County providing for the establishment in Sonoma County of an "Agricultural and Mechanical Arts College." The institution was to be located at such place in the county as a board of directors should determine. The board to be established for the control and direction of the institution was to be known as the "State Board of Agriculture." It was to consist of the governor of the State, the president of the State Agricultural College after the latter should be established, and five other members to be chosen by a convention of delegates, one each, from the county or district agricultural societies and legally organized mechanical societies. These five members were to be chosen from the body of delegates in such manner as the convention might determine.

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[3] Report of State Board of Agriculture.

Provision was made for a farm consisting of not less than one hundred acres nor more than one hundred and sixty and for the erection of buildings thereon. For such purposes Sonoma County was to place in the State treasury the sum of $20,000. All interest from the sale of the 150,000 acres of land granted by Congress under the Morrill Act as well as what had accrued and what would accrue from the Seminary of Learning grant was made subject to the order of the governing board—the State Board of Agriculture.

Among the requirements was one calling for three hours' work on the farm each day from every student, only physical inability giving exemption. Whenever any exigency demanded it the time could be increased to four hours by the Board of Agriculture.

The full course of study covered four years. The academical term was to extend from the first Monday in February to the first Monday in September, the intervening period being a vacation period—with no other vacation whatever.

The bill was referred to a special committee composed, in addition to the member who introduced it, of C. F. Reed of Yolo County, president of the State Agricultural Society; A. B. Hunt of Santa Clara County, an attorney; E. L. Smith of Eldorado, and G. Meredith of Sierra—two of the mining counties.

The committee reported a substitute bill which changed somewhat the purpose and title of the original bill—the substitute title being "An Act to Establish an Agricultural, Mining, and Mechanical Arts College." The scope of the proposed institution thus was widened, and the curriculum was consequently enlarged.

Section one of the substituted bill read: "A college is hereby established in accordance with section two of article nine of the Constitution of this State, and to carry out in good faith the provisions of an Act of Congress passed July 2, 1862, granting the State lands for maintaining an Agricultural and Mechanical Arts College, which shall be known under the name and style of 'The Agricultural, Mining and Mechanical Arts College.' The design of the institution, in fulfillment of the injunction of the Constitution, is to afford thorough instruction in agriculture, mining, and the natural sciences connected therewith. To effect that object most completely, the institution shall combine physical with intellectual education, and shall be a high seminary of learning, in which the graduate of the common schools can commence, pursue and finish a course of study terminating in theoretic and practical instruction in those sciences which bear directly upon agriculture, mining and the mechanical arts."

A Board of Directors was established consisting of the Governor, the President of the State Agricultural Society, the President of the Mechanics' Institute of the City and County of San Francisco, and five other members to be selected by the Legislature, three of whom were to be residents of the mining counties and two of the agricultural counties. It was stated that they should receive no compensation for their services but should be paid their traveling and other necessary expenses in performing the duties of their official positions.

Provision was made for a secretary and a treasurer—the former to reside at or near the location of the institution. The president, who was to be the chief executive, was to assume also the duties of a professor. It was enacted also that the college should "not be united or connected with any other institution of learning" and should not "in any manner whatever be connected with or controlled by any sectarian denomination."

It was made the duty of the Board of Directors "at its first meeting to invite proposals, by publication for the period of two months, for donations of land, money or buildings from counties, cities, or individuals, to be given to said college in consideration of its being located by the directors at any place designated by the donors." After a careful investigation of all proposals, the board was to determine the location with particular reference to accessibility, and adaptability of climate and soil.

It was enacted also that the Board of Directors should purchase or receive donations of land for a college farm and should cause to be erected thereon such buildings as might seem necessary. To this end there were made subject to the order of the directors all interest accruing from the sale of the 150,000 acres of land granted by the Congressional Act of July 2, 1862, the interest that had accrued and would accrue from the sale of the seventy-two sections of land granted for a Seminary of Learning, also all money accruing from the sale of the ten sections granted for public building purposes.

There is no record of much opposition to the bill. It was passed in the Assembly on the 7th of March apparently by a unanimous vote, and in the Senate on the 30th of March by a vote of 21 to 4. In a Sacramento paper a member from San Francisco was mentioned as having said that it was bad policy to pass such a bill at that time; that it would create a large board of officers who would act like a set of leeches on the State treasury, and that in his judgment institutions of this kind were better managed in private hands. In the preceding chapter which presents the relation of the public schools to the movements for a university the attitude of John Swett, the Superintendent of Public Instruction, is presented. It was his judgment, expressed in his report to the Legislature, November 1, 1865, that the time had not yet come for establishing even an agricultural college.

The Selection Of The Site

Tracing the effort to secure a suitable site for the Agricultural, Mining and Mechanical Arts College is of importance because the whole history of higher education in California down from that date would have been very different from what it has been if any other location had been chosen than the one which was chosen in 1867.

Propositions were received from citizens of the counties of Sacramento, Eldorado, Napa, Alameda and Santa Clara. In its search for a site the Commission visited San Jose on the 17th of October, 1866. San Jose folk seemingly were so sure of securing the institution that a local paper even went so far as to announce that a permanent site had been virtually fixed on at that time.

It was due to Professor Durant of the College of California, the pioneer educational institution in Oakland, whose future permanent site had been fixed at Berkeley, that the Commission came to Berkeley and viewed several tracts of land just north of and adjacent to the College site. Professor Durant had an idea that it would be mutually advantageous to have the two institutions contiguous and he accordingly wrote a letter to the Rev. Joseph A. Benton, the former pastor of the Congregational Church at Sacramento, one of the trustees of the College, and pastor at that time of Plymouth Church, San Francisco, asking him to steer the commissioners to the college town. The announcement that they would be in Berkeley on the 18th of October came only a day or two before that date, but the citizens of Oakland bestirred themselves at once and with the hearty cooperation of the mayor and the city council reached out after the Agricultural, Mining, and Mechanical Arts College for the hillsides adjacent to the College site on which the trustees were expecting to build at an early date.

A majority of the members had never been in Oakland even,—already a place of considerable importance. They were impressed by what they saw there, and when the reception committee brought them out to the slopes of beautiful Berkeley the favorable impression was greatly deepened. According to the accounts in the daily papers the day was "one of the most agreeable of the season," the "air was balmy and the roads were free from dust." A fog hung over the bay obscuring the Golden Gate and the farther views of beauty, but the valley from the hills down to the Bay of San Francisco stretched before them in alluring loveliness.

Several tracts north of the College site, varying in size from 200 to 300 acres, were visited—all affording "a magnificent view of the valley and the bay." The members of the Commission were pleased with the various tracts visited and so expressed themselves, but when finally they were taken to the College of California site, the record is: "They liked it better still. They liked it very much, and they said: 'This is a gem! If only we could get here!' "[4]

The day following the visit to Berkeley the Commission visited Napa, where they were welcomed by "a thundering salute of two guns"—and when they departed the newspaper chroniclers in the San Francisco Bay cities put it that the Agricultural, Mining and Mechanical Arts College would be located in the vicinity of Napa.

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[4] See President Gilman's interview with Professor Durant in January 1873. University archives.

One week after these visits the Commission met in the office of Governor Low in Sacramento, discussed the merits of the places examined, but came to no decision. It was voted to view them again—when each might be seen to the very best advantage, and adjournment was made to March, 1867.

On Thursday, April 4, 1867, the following statement appeared in an Oakland daily paper under the caption of "The Agricultural College": "Choice was made on Tuesday last of a tract lying contiguous to the College of California grounds; about 100 acres, at $300 an acre." This was premature; in fact, unwarranted.

It was not until June 14, 1867, that it was voted by the Commission to locate the school in Alameda County, and then with no site determined. At that time a committee of two was appointed to act in co-operation with the chairman of the board to negotiate for a proper site.

The vote on the 14th of June stood, first: For Alameda County, three; for Santa Clara, two; for Napa, two. On the second ballot there was no change. On the third the vote was: For Alameda , four; for Napa two; for Santa Clara, one.

Dr. Durant's statement to Dr. Gilman indicates that this result was reached only after considerable struggle, and that this did not mean certainty for Berkeley. That meeting in Sacramento on the 14th of June, 1866, he says, was a matter of considerable interest to him; he states that he had written letters to some of the commissioners, and that he saw them "during that time"—meaning, presumably, the time of the decision, though the expression may refer to a previous period of time. Dr. Durant was, however, in Sacramento at that time. The Union Party met there in state convention on that date or the day thereafter. In editorial correspondence in the Oakland "Daily News" for the 13th is the statement sent from Sacramento on the 12th: "Quite a number of Oaklanders arrived last night. Among them we notice our venerable friend, Professor Durant. We shall watch carefully and see whether he isn't traded out of his boots and shirt before he returns." Dr. Durant was not a delegate to the convention. His visit to

Sacramento evidently was to secure for Berkeley, if possible, the Agricultural, Mining, and Mechanical Arts College. His statement to President Gilman concerning the decision to locate somewhere in Alameda County was: "They decided by the hardest to locate in Alameda County;" but that they did not decide to come to Berkeley because there were persons in the county who were working hard not to have the institution located in Berkeley. "Parties in the ring," he remarked, "understood what that amounted to." Mention was made in the interview of the influence exerted by Mr. Reed, the president of the State Agricultural Society, and a member of the Commission on location, in bringing about a decision favorable to Alameda County: "He was indebted to the County"—for action relating to his election to that position—"though there was no corruption about it. . . He made a speech before them (the commissioners) and operated upon the minds of one or two of them" so that they voted for Alameda County.

This, then, was the situation in the middle of the month of June, 1867, nearly fifteen months after the act had been passed for the establishment of an "Agricultural, Mining and Mechanical Arts College." It was to come into existence some day, and it was to be somewhere in Alameda County.

Certain events in that month of June 1867 conspired to fix a little later the site at Berkeley, but not on the tract to which Professor Durant had led the commissioners. It was in the month of October that the location was actually determined. This was after a proposition had been made by the College of California which led the following year to the alteration of the legislative act for an Agricultural, Mining, and Mechanical Arts College and the chartering of a University—the University of California, with the College of California an integral part thereof. This event and events leading thereto will be set forth in Chapter XIX, Part II of this book—under the caption: "The Decisive Year For the College And The University."[5]

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[5] An article in "The Overland Monthly" for May 1902, written by S. P. Lupton, calls William Holden, the member of the Legislature who introduced the bill which led to the chartering of the Agricultural, Mining and Mechanical Arts College, "the father of the University of California." There is nothing to support this unwarranted, illogical declaration. The writer of the article told of the chartering of the Agricultural,

The University of California received a great inheritance when the transaction with the College of California was completed. It was far more than the beautiful and commanding site at Berkeley, a donation, and the College property in Oakland at a nominal figure, just enough to liquidate the indebtedness. Only the story of the College of California from the time of its inception in the hearts and minds of a few devoted pioneers can disclose in any measure what the inheritance was. The College of California lives in the University of California. The men who were the founders and upbuilders of the College also live in the University—the inheritor of their ideals and their spirit. Accordingly Part II of this book sets forth the origin and development of that pioneer educational institution.

Mining and Mechanical Arts College without presenting in any adequate manner the steps leading thereto and remarked then: "If, therefore, the Holden bill had not been a law the substitute law would never have had an existence. I think these facts show that William Holden was the father of the University of California." Mr. Holden was not even the father of the Agricultural, Mining, and Mechanical Arts College — as is evident from the historical facts set forth in this chapter. These show he merely framed and introduced a bill for the chartering of such an institution as would secure the land grant after several state officers had shown the urgent need for action and that he worked for its passage in amended form as others did also. Later, when Lieutenant Governor, Mr. Holden rendered valuable service along with others in securing the charter for the University. See "The Pacific" for April 2, 1868. Bancroft Library. In his "Overland" article Mr. Lupton states also erroneously that the locating of the Agricultural, Mining and Mechanical Arts College in the neighborhood of the permanent site of the College of California, and an apprehension accordingly of increased difficulty in securing support for that institution, led to the proposition which it made for the creating of a University. Trustees of the College, as shown in this chapter, initiated the effort to locate the newly chartered institution on land adjacent to their site at Berkeley—believing that such an arrangement would be mutually advantageous.

PART II.

THE COLLEGE OF CALIFORNIA: THE INCEPTIVE PART OF THE UNIVERSITY

[In Part I were set forth the movements for a State University from the time of the Constitutional Convention in 1849 down to the time in 1868 when the University of California was chartered with the College of California as the inceptive part. Part II gives the story of the College of California from the time of the first College movement in 1849 to the time when it made donation of its property to the State for University purposes and became an integral part of the University of California.]

CHAPTER IX.

THE COLLEGE MOVEMENT IN 1849

The steamship "Falcon" which left New York for New Orleans the first of December, 1848, carried as the most valuable part of her cargo several persons commissioned for a work not theretofore undertaken in California. A report or two concerning the discovery of gold on these far shores, which had reached the East, had not yet been verified, and these voyagers were not participants in the wild rush which began a little later. They became involved in it, however, by the time they reached New Orleans, and when their vessel steamed out of that city a few days later it was jammed with all kinds of men anxious and determined to get to the new El Dorado. These voyagers, destined to be men of marked service for many years in the laying of the foundations of American civilization on these western shores, were the Reverends Samuel H. Willey, John W. Douglas, Sylvester Woodbridge, and O. C. Wheeler. Messrs. Willey and Douglas had been commissioned and sent out by the American Home Missionary Society, the organization through which the Congregationalists and New School Presbyterians were carrying on their Home Missionary work. Mr. Woodbridge came under commission from the Old School Presbyterian Church and Mr. Wheeler from the Baptist. These were the first Protestant missionaries commissioned for work in California to reach the territory. An announcement which was made soon after their departure from New York by the American Home Missionary Society to its constituency indicates the estimate which California had then by men of vision —before there was any conception of the magnitude of the gold discovery and the changes to be ushered in by it. The announcement stated that inasmuch as the sending out of these missionaries, Mr. Willey to Monterey, and Mr. Douglas to San Francisco, was the beginning of what promised to be "an extensive and important movement," it was deemed expedient to indicate the grounds which had caused the executive committee to do this when the Society was heavily embarrassed and so many parts of the country as yet but partially occupied were asking urgently for aid. In that connection it was stated: "The addition of California to our country is one of the most remarkable facts of the age; not because of the transfer of so many square miles from one people to another, but because of the great social and moral results which are likely to ensue. . . . The acquisition of this territory has suddenly devolved upon the American churches a new duty, the greatness and consequences of which are as yet but imperfectly realized by the most sagacious. The magnitude of this duty does not, we apprehend, consist in the extent of the country or even in its admitted resources, though every day is developing facts which may change this opinion, but chiefly in its position on the globe." The heads of a Society whose marching orders were the words, "Go ye and disciple all nations," were looking beyond what was likely to be built on California's shores to what might be and should be on Far-eastern shores. It was remarked that a study of the map of the world showed that the intelligence and efficiency of the human race were lodged mainly in the nations north of the equator, and that upon the European and American sides of the Atlantic were concentrated almost all the regenerative elements on the globe. The secretarial minds which framed this message were impressed with the idea that Providence was opening up the way for an advance on Asia — for its uplift — from Pacific shores, which would mark one of the great epochs in the world's history. Accordingly the people who had planted our civilization on Atlantic shores must plant it also on Pacific shores, must carry there our churches and schools, our zeal for spreading abroad all that was good and beneficent—linking, thus, Asiatic and American coasts in the bonds of a life-giving brotherhood as the needs, resources and capabilities of trade must speedily link them together in business. Westward the star of empire had taken its way. Westward came letters and religion from the land of their birth to the Atlantic side of Europe. Thence they traveled westward with the Pilgrims to Atlantic American shores; and now the course and call were westward again—to Pacific shores.[1]

The westward voyager with whom we are most concerned for the purposes of this book was the man whom the President of the University of California sixty-two years later was to address as California's foremost benefactor and because of what he had been and had done and had achieved confer on him the honorary degree of Doctor of Laws.

A few weeks before the "Falcon" left New York, this pioneer California Pilgrim, Samuel Hopkins Willey, a graduate of Dartmouth College and of Union Theological Seminary, acting pastor of a Congregational Church at Medford, Massachusetts, was planning for ordination and installation and the entrance there upon a promising permanent pastorate. Earlier in the year, about the time of his graduation from the Theological Seminary, he had been solicited by the Home Missionary Society for work in California, but had given reasons why it did not seem possible to him to accept such appointment. Apparently one of the things in the way was an indebtedness for his education which he thought could be met most satisfactorily in an Eastern pastorate. However, on the 14th of November, 1848, there came to this young minister in that New England town a bulky letter from New York in which was a commission from the American Home Missionary Society designating him for work in California. It was stated therein that in the judgment of the executive committee of the society all the obstacles in the way of his going to California had been removed, and words such as the following from the secretary urged his acceptance: "You know how important we all consider this mission and how much we desire to have you connected with it." It was stated that a steamer would leave New York on the first of December and he was urged to be ready for departure thereon. No confirmation of the rumors of the discovery of gold in California had reached the East at that time. But there were urgent needs here religiously, and the society pressing this commission upon him had been apprised of these needs. Soon after this communication was received the young minister went out for meditation to a frequented hilltop not far away. There on that elevation which afforded a view of the wide stretches of surrounding country, a richly cultivated region settled by enlightened and cultured people, he made the momentous decision. As he stood there that day his eyes looked on villages adorned with beautiful churches, with schoolhouses, with public buildings, and all those things which betoken comfortable living and the instruments of advancement. Not far away was seen New England's metropolis, with its beautiful homes, stately edifices, domes and spires—a city eminent for its religious, educational, literary and benevolent institutions. The thought of a home there in those surroundings and a church work congenial to him laid strong hold of him. But his mind went out and away from that beautiful view and that alluring prospect to these far-off shores, a part of our one great country, greater yet to be because of these new far-west possessions, being settled by our own people, and, so far as he and the society that commissioned him knew, not a Protestant minister among them. He saw a new State about to spring into existence, needing the gospel and all its leavening, upbuilding influences and accompanying institutions; the thought came that there were scores who could take and fill his place there in New England, or in that work to which he had been called also in New York City; there were few who could be induced to go to a country where the attractions for a minister of the gospel were as they were then in California; then, too, the circumstances of the call indicated a divine leading, and so the decision was in favor of the far-flung missionary battle-line.[2]

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[1] "The Home Missionary," January 1849. Library of Pacific School of Religion, Berkeley, California; also Congregational Library, Boston.

The news of the discovery of gold, which came to these far voyagers at New Orleans on the 11th of December, was disquieting—the important towns for which they were destined, the only places of much importance at that time in California, they were told were almost deserted. With civil and social life broken up, as it seemed to be, "What of their mission to California?" The discovery of gold meant a new order of things; people would be rushing here and there, nothing fixed and stable could be expected for some time, and heralds of the gospel could scarcely tell where to work or what to do. But they had been commissioned for California by great missionary societies and to California they would go!

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[2] "Decade Sermons," by S. H. Willey. California Miscellany, Bancroft Library, University of California.

These first commissioned missionaries for work in California arrived on the first voyage from Panama of the steamship "California," the 23rd of February, 1849. A few days thereafter Mr. Willey wrote to the American Home Missionary Society: "The passage from Panama here was one of great discomfort and confusion; but by the good providence of God we were brought safely on our way and on the morning of Thursday, the 23rd of February, our ship ran into this bay. It was a scene of intense excitement both on ship and on shore. Never before did the Stars and Stripes seem so welcome as when we saw them wave over the fort. Never before was the sound of cannon so agreeable as when fired to welcome us from our long voyage. Cheer answered cheer between ship and shore as the anchor dropped in the bay and we were once more comparatively at home."[3]

Soon after the steamer dropped anchor in the harbor at Monterey Mr. Willey, who had been designated for work there in the territorial capital, went ashore for an interview with Walter Colton, recently the alcalde—to secure information concerning his mission field. The whole community was found to be in confusion, the gold fever possessing every inhabitant. Many had already gone to the mines, many others were arranging to go and it was evident that in a short time very few men would be left in Monterey. Inquiry concerning San Francisco disclosed the fact that while men were numerous there just at that time the indications were that that place would be practically deserted ere long. How to get into such circumstances as to be able to pursue the proper object of his mission, was a vital and puzzling question. How shall we live, was another question, expenses being enormous. Returning to the steamer and meditating on the situation and on these questions, he wrote in his diary that night: "No answer seems possible," adding then, however, "In the name of the

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[3] American Home Missionary Society Correspondence. Library of Pacific School of Religion. This collection of highly valuable California historical material includes letters written to the Society in New York and letters received from it from 1848 down through several years. They relate both to religion and education. Included in it are several communications between the pioneers here in California which relate specifically to early educational movements.

Lord we came. His is the cause, His are the means! We, his servants, wait his holy will."

Sunday, February 26, the steamer still being in the harbor, Mr. Willey and his ministerial friends went ashore and conducted religious services in the schoolroom of the little stone building Alcalde Colton had had erected for various public purposes. Mr. Willey gave the sermon on the text, "We preach Christ and him crucified . . . the power of God and the wisdom of God." The fitting and significant theme was: "The Gospel and the Gospel Only is Our Errand to California." He was assisted in the service by the Reverends Sylvester Woodbridge and O. C. Wheeler. In the young minister's diary for that night a pleasant hour is chronicled—during which, he stated, they forgot the untoward circumstances into which they had come and "entered into the joyful exercises of the public worship of God familiar from infancy." The town seemed to be quiet that day; the stores were open, but not apparently with the expectation of customers. Later in the day they became aware of gambling such as they had never known before. Everybody was talking about gold or listening in delighted astonishment to the stories concerning it; and the concluding note in the diary that evening was: "Men seem to forget their souls in their interest for gold. What mysterious providence is working out here only God knows! What our errand is here is known only to Him. God help me to remember, 'In all thy ways acknowledge the Lord and he shall direct thy paths.' My dear mother taught me that. I love to try to give heed to it."[4]

The steamer went on soon to San Francisco, Mr. Willey remaining in Monterey, to enter there on the work for which the Home Missionary Society had appointed him. The diary which was kept by him while at Monterey shows that he was considerably perplexed concerning the course to be taken. Because of the rush to the gold mines the town was nearly deserted except by women and children, and these were with few exceptions with Catholic Church connections. It became evident soon that no regular preaching service could be maintained for some time. He was advised against asking for the public building—historic Colton Hall; and even if the use of the hall had been asked for and granted, no congregation could have been assembled. But there was need for a school; accordingly, he gathered the children together, and although they, with one or two exceptions, could not speak English and he knew nothing of Spanish, began to lay the foundations for the great work in California whereunto he had been sent. Many years thereafter in a reference to his experiences the first few months in Monterey he remarked with respect to that period of his teaching: "Perhaps it was this which turned my mind especially to the importance of schools and institutions of education in a new country, so that, when six months after, I turned my little school over to a person whose business was teaching, I was full of educational plans for the new country."

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[4] S. H. Willey's Diary and Commonplace Book. Archives, University of California.

The diary for the 4th of March records some of his thoughts in view of the difficulties confronting him and concerning the course to be pursued; and bears then these words: "Meanwhile, since the school is vacant and a teacher needed, I accept an invitation to occupy the place for the time being, and trust that by God's blessing it may finally appear to have conduced to the highest good of the town and most directly answered the end of my mission." The way was opened early in May, 1849, for regular church services; he became also at an early date chaplain for the military post; and so, in teaching, in preaching and in his ministration at the post this pioneer missionary spent the first months of his long and memorable life in California.

A steamer which reached Monterey on the 1st of April brought the news that the whole country was stirred, as it never had been stirred, by the discovery of gold in California. A "New York Tribune" article declared: "It is coming! Nay, it is at hand! There is no doubt of it—whatever else they may lack our children will not be destitute of gold. The world is threatened with a perfect avalanche from California. We are on the brink of the age of gold!" Articles in paper after paper from different cities in the East pointed toward a world movement fraught with mighty and far-reaching influences. Reading until his eyes could stand the strain no longer the young clergyman wrote a few hurried lines to a missionary friend: "My room resembles an editor's. Here lie the papers in piles around me. I have been reading them all day; but it is hard to believe what I read. 'Is it possible?' I said to myself as I read over the long columns of names of those who are on the way hither. I confess I cannot refrain from tears when I think what is to be gained or lost to the cause of Christ in California. As the settlement of the country is rapid so in like manner will the development of its social, and religious character be rapid. Along with the tide of immigration and on its first wave a few of us have come in the service of the gospel, but what are we in circumstances like these?"[5]

Before him lay a letter of instruction which the Home Missionary Society commissioning him had dispatched after authentic report of the discovery of gold had been received in the East: "We wish you to take a broad and comprehensive survey of the work to be done there. Never were men more emphatically called to lay foundations—foundations that are not to have ages to consolidate them before they are built on but which are to have a massive and, we trust, a beautiful and enduring structure erected upon them at once." There at Monterey that April day, 1849, this pioneer missionary had vision of the shores on which he had landed only a few weeks before as they were depicted and their future outlined on the pages of the monthly magazine published by the society which had commissioned him: "The lonely waters of San Francisco bay suddenly grow white with sails. . . The western plains are striped with moving trains of emigrants and the ancient solitudes of the Sierra and of the Great Basin are all alive with bands of civilized men. . . This is certainly a remarkable development in human history. Even should the worldly aggrandizement hoped for by so many thousands prove a failure like so many an exploded bubble of the past, still this excitement will last till it secures the settlement of California. . . . Whatever may be the wisdom or folly of this migration, considered as a matter of personal advantage to the emigrants themselves, it must result in building up an organized State strong in numbers and furnished at once with all the elements of civilization—to a degree which in so short a time has never been equaled." A further declaration was that states probably would spring up on the Pacific, knowing no infancy, nor any youth scarcely, leaping into being almost full-grown, possessing almost at once the literature and the arts of their Atlantic sisters. It was stated then that the representatives of the missionary board had gone forth at its behest to help shape society in this alluring territory, and the call was to the constituency to so respond with funds that the beneficent institutions which the church had planted on Atlantic shores might be planted at once on Pacific shores.

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[5] "Decade Sermons," by Rev. S. H. Willey. In California Miscellany, Bancroft Library.

It is not surprising that the blood of the young missionary was stirred and that he began there in Monterey a work which was to give him enduring prominence in the history of California.

SUGGESTIONS SOUGHT FROM YALE AND HARVARD FOR THE FOUNDING OF A COLLEGE IN CALIFORNIA

Two weeks from the date when the magnitude of the work to be done in California had unfolded before the Rev. S. H. Willey, as herein set forth, he was writing to men connected with Yale and Harvard for suggestions that would be helpful in founding a college in California. Among the events leading to the writing of these letters was an effort on the part of Robert Semple, one of the proprietors of the town-site of Benicia, to get a college located at that place. When Messrs. Semple and Vallejo had platted the town in 1847, or had taken the preliminary steps for platting, they had appropriated permanently seventy-five per cent of the net proceeds of the ferries and wharves for a school fund and other public purposes and had also designated several blocks of land for educational uses. In the deed of May 19, 1847, by which General Vallejo transferred five miles of land out of the Suscol tract along the Straits of Carquinez to Messrs. Larkin and Semple, it was stipulated that the grantees were to establish thereon a city to be called Francisco or Benicia, and to establish also ferry boats for passengers and vehicles. It was declared further: "As soon as the city shall contain one hundred families a magistrate or municipal authority shall be named for the administration of justice; and the ferryboats together with the landing places shall belong to the town; and their products destined for the establishment of public schools for the benefit of the families who colonize said city. Until the one hundred families and the municipal authorities mentioned be established the ferry boats and their products shall belong to Don Robert Semple."[6]

Laying hold of every available instrument for the upbuilding of Benicia Mr. Semple secured the services of the Rev. Sylvester Woodbridge a few days after his arrival in San Francisco in 1849 to conduct a public school in Benicia, promising him a building for that purpose, in which building he could also hold preaching services. On the 6th of March Mr. Semple wrote from San Francisco to Mr. Larkin at Monterey, mentioning some of his activities and stating: "I have also secured the services of Mr. Woodbridge, a clergyman of high respectability, talents, and moral education to conduct a constant school, all of which will secure a class of population far above that of other towns in California, and before the first of next year we shall be ahead of this place" [San Francisco].[7] It was Mr. Semple, apparently, who first brought Benicia to the attention of Mr. Woodbridge as a good field for religious work.

The Rev. Albert Williams, the second Old School Presbyterian missionary to California, arrived on the 1st of April 1849. Soon after his arrival he visited the Rev. Sylvester Woodbridge at Benicia, and Mr. Semple learning that he had come to California as the representative both of the board of home missions and the board of education, tendered him and Mr. Woodbridge a deed of a tract of land 600 by 1200 feet for a college site and promised what seemed to be substantial aid toward the establishing of such an institution.

Mr. Larkin was lukewarm with respect to Benicia, and was apparently expecting to profit more largely by his investments in San Francisco. In a letter early in March, Mr. Semple had written: "I today conferred with Commodore Jones who told me he had just written you to come at once to Benicia and to bring your book of records and maps. I hope his arguments may be sufficient to satisfy you that it is of the greatest importance to you and to the success of Benicia, and especially to your own reputation as a gentleman that you come at once, with the least possible delay. . . . For your gratification, permit me to say that the opinion is so general among the new men and the forty ships which are here that Benicia is to be the city."

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[6] Solano County Book of Deeds, Fairfield, California.

[7] Larkin Correspondence. Bancroft Library, University of Calif.

Believing, accordingly, that Mr. Williams would have the greatest influence with his partner for this educational project which if properly begun would aid considerably in the upbuilding of Benicia it was arranged for him to send the deed to Monterey and ask in an accompanying letter for Mr. Larkin's signature.

The deed when tendered to Messrs. Williams and Woodbridge contained Mr. Semple's signature. But after returning to San Francisco Mr. Williams had another drawn in which were included the stipulations concerning education which had been made in the deed from General Vallejo. Mr. Williams stated in his letter to Mr. Larkin that it was understood that both Mr. Semple and Mr. Bethuel Phelps, who had secured an interest in the town site, would sign the deed. He expressed in conclusion the hope that "in this action of the proprietors of the City of Benicia the foundations of an enduring monument to their intelligence and liberality" would be laid, "and that as the result in its influences upon this interesting and rising country the institution established" would become "a wholesome and powerful instrumentality in the advancement of the best interests of its population." Expressing then the hope that the objects named and submitted would receive early and favorable consideration, Mr. Williams, with assurances of high consideration for Mr. Larkin, subscribed himself: "Yours Respectfully and Obediently."[8]

Mr. Semple was careful to give no opportunity for dallying and among the requirements was the one that actual foundations of the proposed institution must be laid by January 1, 1850.

Mr. Larkin, aware of Mr.Willey's interest in higher education in California, consulted him concerning the matter thus presented to him. The institution, if established, would be under the control of the Presbyterian Church in the United States of America. Mr. Willey's Congregational inheritance and training caused him to question the wisdom of denominational control—especially in California as conditions then were. Mr. Larkin had a cousin in Boston, the Rev. William M. Rogers, pastor of a Congregational Church and an overseer or trustee of Harvard College. It was arranged that a letter should be written to him by Mr. Willey, asking him to suggest what in his judgment were the best methods for establishing a college in California. In the meantime Mr. Larkin was to hold in abeyance his decision concerning the proposition from Benicia. Mr. Willey wrote also a few days later to friends and faculty members at Yale, asking them also for suggestions. In a letter to the American Home Missionary Society, dated April 16, 1849, he made brief mention of the proposal at Benicia and remarked: "The whole move is premature, as the property is as secure to the object as it can be, and the success of the gentlemen would only bring the control of it under the Presbyterian Board without hastening the objects contemplated."

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[8] Larkin Correspondence. Bancroft Library, University of Calif.

Replies to the letters were received in August, and on the 30th of that month Mr. Willey wrote to his friend the Rev. E. W. Gilman at Lockport, N. Y., through whom came the Yale suggestions: "Yours of late in June with various documents came safely to hand; and, be assured, was most acceptable. You were very kind to answer so completely all my questions, and so were the gentlemen of the faculty and others who took an interest in the matter. The Benicia property, concerning the disposition of which the questions were raised is yet undisposed of. Indeed changes in business and commercial points do not favor Benicia as it was supposed they would. The future may show a different phase. But there is much land in California which probably may be secured to the interests of education, and the principles laid down in these communications will be referred to, and, I hope may give shape to our institutions to be." Mentioning further the Benicia property, Mr. Willey remarked: "The owner (Mr. Larkin) who has the most to do with disposing of it is pleased with the suggestions contained in these papers."[9]

In a letter to the Home Missionary Society, bearing the date of August 30, Mr. Willey wrote of Benicia's greatly waning prospects and remarked that nothing more had been heard of the Benicia proposition for a college.

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[9] Willey-Gilman Letters. Archives, University of California.

There is nothing extant which gives any indication of what the suggestions from Yale were. The letter which the Rev. William Rogers wrote in reply is in the archives of the University of California. It is an interesting historical document. The letter was addressed to Mr. Larkin, the concluding part being: "I would submit to you, that while you occupy a position in California in wealth and influence which your labors and industry well deserve, you can put both to no better use for the country of your adoption, you cannot better embalm your memory with a grateful posterity, or please me more, than by becoming a patron of the Benicia University."

Mr. Rogers did not deem it objectionable that the institution should be denominationally controlled if persons of all faiths were admitted. His letter indicates that he had the impression that, while the institution was in its incipiency to be endowed by the proprietors of Benicia, further aid was expected from the State Government when organized. His words concerning the proposed Presbyterian board of directors were: "They will bring the sympathy of the sect with them, and if all are admitted irrespective of faith to the benefit of the college there ought to be no complaint. Other sects can rear colleges if they will and the Government ought to patronize them all."

Among the suggestions which Mr. Rogers made was this: "That one quarter part of the yearly avails of all lands in Benicia other than the site of the University be devoted to the giving of gratuitous instruction to indigent and promising young men."

Stating that a university with all its appointments must be a growth of many years he remarked: "I think that the benefactors of the institution contemplated at Benicia ought to be content if at the outset they can secure what will equal a New England classical high school—waiting for the gradual growth of the country and the institution."

While these events—those of the early months of the year 1849—were transpiring, Samuel V. Blakeslee, a young Congregational minister, was en route from Ohio to California in one of the many emigrant trains which stretched in almost continuous line across the continent that memorable year. He came from the Western Reserve—a region settled by a body of people which one of our historians has said has impressed the brain and conscience of the country more than any similar body west of the Alleghanies. A graduate of Western Reserve College, he had studied theology at Yale and Andover. Although an ordained minister he did not seek a commission from the American Home Missionary Society for work here, but came on his own responsibility, his desire being to enter the field of higher education. Mr. Blakeslee reached California in August, 1849. He was secretary at the preliminary meeting in Sacramento on the 16th of September for the organization of the Congregational Church and was made a member of the committee to prepare the confession of faith and covenant. A few days thereafter he went to San Jose where on his individual initiative the latter part of the month he secured the first pledged donation for an institution of higher learning in California—the landholder from whom he secured it putting himself at his request under a thirty thousand dollar bond to give sixteen lots each fifty varas square on condition that use began to be made of them for the proposed purpose within two years. The trustees named in the bond were: Professor Forrest Shepherd, C. S. Lyman, J. W. Douglas, T. D. Hunt, S. H. Willey, Dr. Corey, Thomas Douglas, Mr. Reid—the landholder who was to donate the site—and S. V. Blakeslee. Three others were to be chosen later.

When Mr. Blakeslee secured this pledge he was accompanied by the Rev. J. W. Douglas, one of the two American Home Missionary Society representatives in California, who was at that time conducting undenominational church services in San Jose. The move, however, was wholly on the part of Mr. Blakeslee, who had fixed upon San Jose as the most desirable place for such an educational institution as he had in mind. Various letters and newspaper articles make this evident.[10] In

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[10] Home Missionary Letters. Pacific School of Religion. Also "The Pacific," April 1, 1875.

In that pioneer paper of the foregoing date, Mr. Blakeslee had in his "Editorial Correspondence" some mention of the University of California, in which he stated: "It is the final splendid outgrowth of the germinal seeds planted in '49 at San Jose where the writer made the first move, a letter which Mr. Willey wrote to the secretary of the American Home Missionary Society on the 22d of October, he made mention of this move on the part of Mr. Blakeslee and remarked concerning the board of trustees: "These persons were chosen or named without my advice or I would have had more vacancies left to fill with older men, men of means, donors, etc."

About the middle of October, 1849, soon after the convention which met in Monterey for the framing of a state constitution had adjourned, the Rev. S. H. Willey, who had been one of the two chaplains for the convention, made his first visit to other California towns—going as far as Sacramento, and intending also to explore to some extent the mining region so as to make report to the Home Missionary Society concerning the conditions and prospects and the need there for ministers. One of the purposes of this trip was to form the acquaintance of the Rev. J. A. Benton, the pastor of the Congregational Church in Sacramento, who was a Yale College graduate, and have consultation with him concerning needed enterprises, among them a college and a religious newspaper. While in Sacramento Mr. Willey met for the first time the Rev. S. V. Blakeslee and heard from him the steps which he had taken for the establishing of an institution for higher learning at San Jose. After consultation in the study of Mr. Benton, the conclusion was that the move made by Mr. Blakeslee ought to be followed up immediately. San Jose had been named as the capital by the Constitutional Convention at Monterey and developments there were likely to be many and rapid. The judgment was that a larger tract of land should be secured than had been agreed upon in the bond which the landholder had signed. Accordingly arrangements were made for Mr. Blakeslee to make the tour of the mining regions and for Mr. Willey to go at once to San Jose for further effort there relative to a site. Then Mr. Blakeslee was to return from the mines to act as the repre-

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and where the great institution would have continued except that, as the capital was removed to Vallejo, the fifty thousand dollars in funds secured for the purpose, so depreciated in value that the enterprise there failed. Next, the same friends in '53 directed their efforts to the purpose at Oakland and persistently pressed the enterprise till the fair College of California became merged into the University of California, and there now stands in its magnificence the pride of the whole State."

sentative of the movement for funds with which to begin work. The thought expressed was that wealthy ranchers who had sons to educate would aid the enterprise, and that all in all probably fifty thousand dollars could be secured. Wednesday, October 23, 1849, on the steamer "Mint," returning from Sacramento to San Francisco, Mr. Willey wrote to the Home Missionary Society: "We enter upon this enterprise with fear and trembling; but we are first in the move at San Jose, and have a site secured, and Providence seems to favor us." Thursday, October 25, sitting in the study of the Rev. T. Dwight Hunt, pastor of the First Congregational Church of San Francisco, Mr. Willey wrote: "Arrived here at 2 a. m. this morning rather tired. Found Mr. Hunt and Mr. C. S. Lyman and proposed the college matter to them. They agree that the present opportunity ought not to pass without an effort to secure the ground at San Jose"—sufficient ground, inasmuch as, already stated, the judgment was that the tract of land bonded by Mr. Blakeslee was inadequate in size. On the 29th of October Mr. Willey wrote from San Jose to the Missionary Society in New York: "The way seems open completely to begin a college enterprise here. Not less than three wealthy men have offered sites (each from 30 to 40 acres) for the location." A further statement was: "Mr. Lyman, who enjoys the unbounded confidence of the people here, must come with Professor Shepherd and take a deed of a site—the deed given to certain persons therein named to be trustees, and apply to our first Legislature for a charter. Mr. Lyman promised me he would attend to it immediately. It rests with him. If he does it, the college movement will be on a good footing and on a New England basis."[11] A supplementary letter stated that it was planned—if the movement were pushed as he hoped it would be—to erect a large adobe building early in the following year in which to begin preparatory college work.

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[11] Chester S. Lyman, a graduate of Yale College in 1837, had closed a pastorate in the Congregational Church at New Britain, Connecticut, in 1845, and had gone to the Hawaiian Islands for the recruiting of his health. He arrived in California in July 1847 and was occupied here for a few years as a civil engineer. In his "Journal" there are two entries concerning this pioneer College movement. One, Nov. 4, 1849: "Professor Shepherd and Mr. Douglass at my room. Drew up form of grant for a university." For November 30 there was this entry: "Mr. Blakeslee came from the Pueblo and stopped over night. Talked of a College."

Mr. Willey returned the first of November to his church work at Monterey. Mr. Blakeslee came down from the mines a few weeks later, opened a school in December in a tent which has come down the years as San Jose's historic "Blue Tent," and held himself in readiness to do whatever he could do to further the enterprise. No deed, however, was taken for any offered site, and the movement went on during the winter of 1849 and the first part of 1850 with various changes. On the 29th of November, 1849, Mr. Blakeslee wrote a letter, dated at the Pueblo of San Jose, to Captain Kimball H. Dimmick, an owner of extensive tracts of land at San Jose and at Monterey, soliciting a donation of land for a site for a collegiate institute or university. Mr. Blakeslee stated in that letter: "Though personally a stranger I yet feel free to address you, encouraged by your personal acquaintances and friends, Rev. Mr. Douglas and Dr. Stokes, in regard to the donation of a portion of land of an extent to be determined, lying between this place and the Embarcadero, as the site of a Collegiate Institution or University under the direction of and controlled by a board of trustees selected from different parts of this rapidly improving State. Dr. Stokes very liberally offers to donate a tract contiguous of an extent equal with such a tract as you may see proper to donate, in testimony of which I insert the following signed by his own hand—desiring that in view of the great importance of the institution to the highest and best interest of this youthful State that you will give the subject as favorable a consideration as in your liberality and philanthropy you may judge proper." [12]

The insert, which was in Mr. Blakeslee's handwriting and which was signed by Dr. Stokes, read as follows: "I, James Stokes, in view of the importance of a Collegiate Institution or University to the general and highest interests of the people of California, legally engage and promise to the following individuals (viz.) Forrest Shepherd, Chester Lyman, John W. Douglas, Benjamin Corey, Samuel H. Willey, Timothy D. Hunt, Thomas Douglas and S. V. Blakeslee that I will make a full and free grant and donation, by deed secured, to the said named individuals, together with four others to be selected by the said named persons, of a portion of land, by me, James Stokes, owned, in extent equal to such a portion as shall be freely granted and donated by Mr. Dimmick, and contiguous with said grant to be made by said Dimmick, and that said deed shall be delivered within six months after said Shepherd, Lyman, Douglas, Blakeslee, and other four by the said named individuals selected, shall have become legally organized into a board of trustees for a Collegiate Institution or University, which Institution or University shall be located upon the land granted by said Stokes and Dimmick, else the lands granted shall revert in full possession to said Stokes and Dimmick." [13]

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[12] College of California Documents. Case No. 1, University Archives.

At the time of the assembling of the Legislature at San Jose in December, 1849, several friends of the enterprise met there for consultation. One of the first necessary steps was the securing of a law for the incorporating of colleges. Attention must be given to that, and their own immature plans must be carefully considered and perfected so far as they could be at that early period in the movement. In order to attend that meeting Mr. Willey went on horseback from Monterey to San Jose, most of the time in a tempestuous rain storm, being delayed two days at San Juan by swollen streams in which, about that time, the lives of persons attempting to cross were lost. Much seems to have been necessary there at San Jose, and much seems to have been accomplished. A letter written by Mr. Willey after his return to Monterey indicates that he was in San Jose not less than ten days and there were "many hours of conference by night and by day with various gentlemen, balancing possibilities, etc.," before conclusion was reached.

It was at San Jose at that time in 1849 that Mr. Willey first met Mr. Sherman Day, a son of the eminent Jeremiah Day, a long-time president of Yale College. Mr. Day, a civil engineer, became interested then in the college movement and was identified with the resultant educational enterprise helpfully through all its years.

Thirty-six years later, in reply to a letter asking for information concerning the relation of Mr. Day to the College of

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[13] College of California Documents. University Archives.

California, Mr. Willey wrote also concerning his relation to this movement in 1849: "You remember the 'china house' in San Jose of which he spoke so racily in the last November 'Overland.' In that room I was introduced to him late in December 1849 after a very fatiguing two days' ride on a fine dragoon horse from Monterey, and on the last day through a driving storm. Mr. Day saw how exhausted I was from fatigue and exposure, and at once he put me on his own cot-bed in the corner of the room and covered me with plenty of soft-warm blankets; and there I rested. After a long, refreshing sleep I awoke and saw him busy at his table on his map-drawings, with his dividers and rules and pencils; and then we began to talk. Of course I told him my errand. The first Legislature was to convene in a few days, and I was then to find, if I could, any men interested in education and talk with them about a common school law and a college incorporation law and kindred matters. Quickly I found that I was with a man that knew incomparably more about these subjects than I did, and who entered into them with a practical interest. In that room for days we talked this matter over. Rev. J. W. Douglas and Rev. S. V. Blakeslee were in frequently."

A memorandum of action which was taken on the 18th of December states: "It is the understanding that Chester S. Lyman, Sherman Day, Forrest Shepherd, Frederick Billings and S. H. Willey become a corporate body according to the laws of this State, as soon as the Legislature shall have passed the necessary acts, to hold property for the foundation of California University or College, and to be a part of a board of trustees of such university or college. That, as soon as convenient after they have obtained the charter, they will meet and fill the board of trustees to the number stated in the instrument of incorporation. That the Governor and Superintendent of Schools of the State of California be *ex officio* members of the board. That, at the same meeting, measures be devised for raising funds for the endowment of the University. That the proposed plans be stated in a circular and sent to such persons in the State as may be expected to cooperate in founding such an institution." [14]

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[14] College of California Documents. Archives.

In a letter written to Secretary Badger of the American Home Missionary Society, dated at Monterey, December 31, 1849, Mr. Willey mentioned the plan in its leading features and with no essential change except as to the persons named to lead in organizing. This statement was: "That C. S. Lyman, S. Day, Forrest Shepherd, F. Billings (and one other) be expected to become incorporated at the earliest possible day as trustees." After further statement the remark was: "It is not a denominational move, and for that reason no clergymen were put on the small part of the board agreed upon at San Jose. But we believe these men good and true and that they have the confidence of our citizens as much as any men that could be selected. They all belonged to Congregational churches at home." [15]

Three of the four persons named by Mr. Willey in that letter of December 31, 1849, were members of Congregational churches at that time. The membership of Messrs. Lyman and Day was still in the East, and Forrest Shepherd, a Yale College graduate and former teacher in New Haven, was a charter member of the Congregational Church at Sacramento, which was organized in September, 1849. F. Billings, a graduate of the University of Vermont, a member from early years of the Congregational Church at Woodstock, believing that the need was exceptionally urgent for organized church work in California, had become a member of the first church organized in San Francisco after his arrival—the First Presbyterian (Old School). The "one other," the one not named in the letter, was the Rev. Mr. Willey himself whose name was withheld for the time being so as not to give the movement in any manner an ecclesiastical stamp. A Congregationalist from childhood he had become a member of a New School Presbyterian Church in New York City while attending Union Theological Seminary, and under the plan of union in accordance with which Congregationalists and New School Presbyterians were working at that time had come to California as a New School Presbyterian. His work at Monterey was not denominational. In all that he did there he acted as the representative of the Society which had commissioned him in 1848. Under the plan of home missionary co-operation between Congregationalists and New School Presbyterians the missionaries were selected without regard to the denominational connection. It did not matter whether they were Congregationalists or New School Presbyterians. Accordingly it happened that both of the men commissioned in 1848 for work in California, by the American Home Missionary Society (a Society of Congregational origin, the money for the work of which was contributed mainly by Congregationalists) were New School Presbyterians. Missionaries commissioned by that organization were expected to go to their assigned places, carry on an undenominational work until the time had arrived for the establishing of a church, and then to allow the persons desiring its establishment to decide whether it should be Congregational or New School Presbyterian. It was in this undenominational way that Mr. Willey worked all the time he was in Monterey.[16] The plan for a college in California, on the broad foundation on which the effort was made late in 1849 and in 1850 to establish one, did not have origin with him, however. It came into being as a result of the suggestions by members of the faculty at Yale and later correspondence and consultation here in California. And the movement to establish the college was started and was well under way many months before it was brought before any ecclesiastical organization. The first and only time it was brought to the attention of any ecclesiastical body was at the meeting of the New School Presbytery in San Francisco on the 15th of May, 1850. Such was the determination to keep the movement from all ecclesiastical connection and stamp that only indirect commendation was given then. The action as recorded was: "The members of the presbytery, deeply impressed with the need of common schools and higher institutions of learning being early established among us for the purpose of cultivating the intellect and developing the genius and securing moral worth of the community, look with particular favor upon every effort made to advance the interests of schools, and will as individuals heartily cooperate with such as may undertake to found a college or university on broad and liberal principles, and would heartily commend any such enterprise to the favor and support of their fellow-citizens." [17]

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[15] Because of erroneous statements in later years concerning this movement in 1849 to establish at San Jose an institution of higher learning on a broad undenominational basis, mistakingly attributing the idea to Presbyterian initiative and giving the movement in its beginning ecclesiastical connection, which connection it never had, it is necessary to be very explicit in presenting the movement now. See "Pioneer Church Beginnings And Educational Movements In California"—a 1927 publication by the writer.

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[16] See "Pioneer Church Beginnings and Educational Movements in California" (1927), by the writer of this history. In that book the working relations of Congregationalists and New School Presbyterians are set forth more in detail.

Acting with the three members of the presbytery that day in 1850 were three Congregationalists who were associate members—no Congregational association being in existence at that time.

By December 1849 it had become evident that Mr. Semple's effort to secure the location of a college at Benicia was doomed to failure. In his letter of December 31 Mr. Willey mentioned the Rev. Albert Williams' connection with the movement and remarked: "He has given it up and agrees that it is impossible to get up a college here under the Presbyterian Board at Philadelphia, and thinks ours more timely. He may co-operate yet." Mr. Larkin did not sign the deed for the conveyance of the proposed site and stood ready apparently to aid the movement for the undenominational institution. [18]

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[17] See minutes of the Presbytery of San Francisco, 1850; also "History of the College of California," by S. H. Willey (1887).

[18] It might be inferred from a paragraph in "A Pioneer Pastorate" which was written by the Rev. Albert Williams in 1879 that Mr. Larkin signed the deed. But it was stated in a letter which the Rev. S. H. Willey wrote to E. W. Gilman in 1851 (which letter is in the University Archives), that Mr. Larkin did not make the donation. Moreover a statement in a communication to the national board of missions, and which was published in the "Home and Foreign Record" for June 1850, indicates that the deed was not signed. Nor is it of record at Fairfield, the county-seat of Solano County—so far as careful search of the book of deeds has disclosed. In that communication Mr. Williams reported action of the presbytery in February 1850 recommending the organization of a board of regents for a university to be called "Benicia University." This board of regents, according to a resolution adopted by the presbytery, was to hold land and other donations in trust for the presbytery for university purposes until a synod should be organized. It was to establish as soon as possible a grammar school out of which should be developed a university. In that communication Mr. Williams stated that it would not be possible to secure the site offered early in 1849 but that another would be procured. Nothing in an educational way, so far as known today, resulted from this action by the presbytery. A little property, it appears, was secured. In 1851 Mr. Larkin donated two lots. The deed which was executed in New York on the 11th of February 1851 was recorded in Benicia on the 8th of October 1852.

The Legislature, the first in California, had considerable to do, and was slow in passing a law for the incorporating of colleges. It was not until April 20, 1850, that the law was enacted. Some of the interested persons seem to have thought that nothing much could be done before such an enactment. Others evidently were of opinion that there might at least have been a decision concerning the site.

The movement was not pushed with the speed which some of its friends desired. Mr. Blakeslee was anxious for action; but he manifested apparently no impatience; he certainly has left on record no criticism. All through the winter he did his work as a teacher faithfully, longing, however, for someone to appear who could take his place in the school and release him for the important work of securing the necessary funds for the proposed Collegiate Institute or University or Seminary of Learning—as it was variously called.

In a letter bearing date of February 4, 1850 he wrote to Mr. Willey at Monterey expressing that hope, remarking that until some one was found to take his place in the school he felt bound morally to the people to continue the charge. He was hoping to get action by the Legislature in a few days and suggested immediate steps thereafter for incorporation. Then if in accordance with the plans he should be wanted as agent the way would open for him to give up the school work. He stated that he was acting cautiously with respect to everything, but was fearing denominational efforts that might defeat their enterprise, and his words to Mr. Willey were: "You are needed above all others. I feel quite alone. . . . Dr. Corey observed, 'the matter here seems almost in statu quo except when you [Mr. Blakeslee] act.' But I have endeavored to act very cautiously; and wish that some real able men were on the ground to act, for I feel it a rich privilege to step clear back out of sight when duty will permit." This letter concluded: "Brother Lyman leaves for the States in two or four weeks. Brother Day talks and calculates, but never would lead. I say only a little upon the subject, but try to watch the movement of things and now and then sound the waters. The Lord will direct all aright!" [19]

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[19] Book of Early Day Letters — relating to Church and Educational Work. Pacific School of Religion.

On the 11th of February, 1850, the Rev. J. W. Douglas, pastor of the Independent Church at San Jose, wrote to Mr. Willey a lengthy letter concerning the Legislature, the on-goings therein, the College Movement, and various other matters, in which he remarked: "By the way, Mr. Blakeslee is taking among the Mestizos as a teacher. He makes them sing the multiplication table and 'Morning Bells,' etc., keeps them long and late, and gets along with their tempers, etc., and I believe is a good teacher. I handed him your last note, with a letter from some Dartmouth graduate, 'twas the very man to step into his shoes and let him go on his way San Joaquin-ward and mine-ward! I think he has no plan of settling down anywhere or engaging in any one thing permanently for years to come. His idea seems to be to travel hither and thither, preach some, form acquaintances, talk education, and when there is formed such a thing as a board of trustees for a California University to become its agent for collecting of funds, etc."[20]

This letter indicates that Mr. Willey had been making some inquiry about the College project, and Mr. Douglas' words are in that respect: "What of the College, eh! What did I tell you? Just that and nothing more. It is in vain to hope for anything more from men whose bodies are here, but whose souls are beyond the mountains.[21] Mr. Lyman is arranging to leave on the 11th of March steamer. His interest in any matters of church and state in California any further than an expression of good will is very small. Mr. Day's ditto. The enterprise was committed into the hands of such and such men and they have simply laid it to sleep; and this sleep they have no notion of disturbing."

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[20] As matters eventuated Mr. Blakeslee never had any connection with the pioneer educational institution when established later. But in various ways his life in California was a serviceable one—in the ministry, in education (he being the founder of the Folsom Institute of early years), and in the work which he did for many years as field editor of "The Pacific"—and its general solicitor. It was written concerning him, in an editorial in "The Pacific," after his death in 1883: "He wished to do his part in the world, do it well, hurt nothing good, and leave some monument of his toil. . . He was willing to take the laboring oar. He did not mind if his task was the hardest. Amid all the perplexities, rebuffs, annoyances, and severities of his lot he never complained or grew bitter, never fermented or soured. He wished to serve rather than be served, and lived a self-sacrificing life."

[21] Miss Delia Williams Wood, a grand-daughter of Chief-Justice Oliver Ellsworth, figured in Mr. Lyman's thoughts considerably at that time. Five days after he returned to New England they were engaged and were married two months later. After Mr. Lyman was settled again in the East he spent some time in the preparation of definitions of scientific words for Webster's Dictionary, and in 1859 became a professor in Yale College where he continued for thirty-two years. Sherman Day's thoughts were directed across the mountains a great deal during that period in 1849-50 because his wife and children were still in their Eastern home.

Evidently in a letter not in existence Mr. Willey must have mildly rebuked Mr. Douglas for this expression, inasmuch as in a letter dated March 4, 1850, the latter states: "About the College trustees, etc., 'tis true they could not have done what they could have not, i. e. without a charter. But I contend that Mr. Lyman and Company might have bestirred themselves and secured a location somewhere. No matter if they did not actually succeed, they might have accomplished something in this way had they only made the first effort. I hardly think they have bestowed upon the matter the first thought since you left in January. I merely remark this here from the surprise manifested in your letter at my supposing that anything could be done without first and foremost the securing of a charter. You asked for information. I tried to give it to you in a plain way—just as the matter was."

Mr. Willey's estimate of Mr. Lyman was different from that of Mr. Douglas. In a letter to the American Home Missionary Society dated "March 25, 1850," he stated: "Our College plan has been hindered in its progress by the neglect of the Legislature hitherto to pass any corporation act under which a charter could be taken out. And also by the departure of a very important man in the enterprise to the United States,—Rev. C. S. Lyman." Mr. Willey's article written in 1885 concerning Mr. Day indicates that Mr. Lyman was of considerable service also at San Jose while the Legislature was in session. [22]

Writing thirty-five years later concerning that winter in San Jose in 1849 Mr. Day mentioned the ability and faithfulness which Mr. Blakeslee manifested as a teacher, his devotion to the cause of education, and his abiding faith that it was his mission to establish a first-class seminary of learning in California. Mr. Blakeslee's school, he stated, was impressed deeply upon the memory for the reason that "I had left half a dozen young children at my home in Brooklyn, New York; and when the scholars of the Blue Tent were turned out to play, I could recognize the voices of each of my children; and when they sang their morning hymn it seemed like the choir of my own family." [23]

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[22] "The Occident," January 16, 1885. University Library.

Soon after the letters of February 4th and 11th and March 4th had been written, Mr. Blakeslee made further effort with respect to a site; and as a result on the 11th of April 1850 a communication from Captain Henry Naglee of San Francisco and Mr. Pedro Sansevaine of San Jose addressed to the "Board of Trustees of the University of California," stated: "We propose to grant for the forming of the University of California and for its location a piece or lot of land of forty acres situate upon the banks of the Callote to be located by you within the limits of lot number thirteen as per plan of Pueblo lands, and to be held by you in trust for the exclusive use and benefit of said University, never to be alienated therefrom, subject however to the following conditions: (1). The said institution shall be free of all religious distinctions. (2). The plot shall be fenced and 1500 trees shall be planted there within one year. (3). That the buildings shall be commenced in good faith within two and one-half years. . . Any additional quantity of land that you may desire for the University within one year that shall at the time remain in our possession shall be transferred to you at a fair valuation, which in event of disagreement as to the consideration shall be determined by three referees selected in the usual manner."

A subscription paper was framed, printed, and circulated in May for the purpose of securing pledges for the funds which would make possible an application to the Supreme Court for a charter. That subscription paper, frayed and faded, the first to be circulated in California for the securing of funds for establishing an institution of higher learning, has reposed for several years in a box on the shelves of the archives of the Library of the University of California. Were it not for the fact that exposure to light would cause it to fade so as to be undecipherable it would be given a less secluded place along with highly prized relics of our pioneer days.

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[23] "The Overland Monthly," November 1884.

A paper so historically important may with good reason be presented here in considerable detail, despite the fact that it is only a subscription paper, for it is a leaf out of California's earliest history. The names alone are full of suggestion and lead the mind out over various events not only in that particular period, but back of it and forward into what was then the future.

That old-time subscription paper reads: "Whereas Thomas J. Nevins, Frederick Billings, Francis J. Lippitt, Henry M. Naglee, John W. Geary of San Francisco; Hardin Bigelow, Forrest Shepherd, W. Grove Deal, Joseph A. Benton of Sacramento City; Benjamin Corey, Sherman Day, Chester S. Lyman of San Jose; Samuel H. Willey, James Nooney, Milton Little of Monterey; Julius H. Pratt of Stockton; M. G. Vallejo of Sonoma, and others, have associated themselves together for the purpose of establishing a college or university to be located at the city of San Jose; and whereas Messrs. Henry M. Naglee of San Francisco and Pedro Sansevaine of San Jose have generously offered and stipulated that if the friends of the proposed institution shall by the first of July next raise the necessary fund to secure such charter of incorporation they will convey to the above named associates in trust for such institution, so to be incorporated, forty acres of land in the city of San Jose as a site for the erection of buildings. Now, therefore, We the undersigned do hereby promise and agree that we will pay the amounts and sums in property and money set opposite our respective subscriptions."

There were a few others who were just as early and intimately identified with the movement as some of the men named in the preamble of the subscription paper. Selection of names for the purposes of the paper was made partly on the ground of locality and distribution. Among the few others was the Rev. Frederick Buel, a Yale College graduate who had come to California early in 1849 as the representative of the American Bible Society, and who in August had led in organizing the California Bible Society (serving as its secretary down to the time of his death in 1873). Another was Thomas Douglas, also a Yale graduate, who conducted one of the first schools in San Francisco—a school which was scattered when the rush for the gold fields came.

MEN OF AFFAIRS ENLISTED IN THE COLLEGE ENTERPRISE

The men whom these pioneers in the cause of education in California had succeeded in enlisting at an early day in their movement were leaders in the affairs of that period. Several had been members of the Constitutional Convention, and were members of the Legislature at the time when the efforts were being made early in 1850 to push the movement on to completion. The fact that these men were enlisted shows the worth of the movement and the thought and time which were given to it.

Sixteen of the seventeen men whose names appear in the preamble of the subscription paper were named a few weeks later in the application for a charter as the first trustees.

Thomas J. Nevins, whose name leads the list in the preamble was destined to become in 1851 the first superintendent of public schools in San Francisco. Born in New Hampshire in 1795, he was admitted to the bar in 1823 and practiced law for many years at Buffalo, New York, where he had part in the upbuilding of the public schools. He came to California early in 1850 as the agent of the American Tract Society and led in organizing the Pacific Tract Society through which in early years there was a wide distribution of wholesome literature. It was at his suggestion that the Academy of Natural Sciences was established in San Francisco. By his selection of city lots and their reservation for school purposes a rich inheritance came later to San Francisco. It has been written by one of his contemporaries: "In this service Mr. Nevins earned the gratitude not only of the people of his time but those of all succeeding generations."

Frederick Billings, a graduate from the University of Vermont, who arrived on the second steamer, the "Oregon," which reached San Francisco on the 1st of April 1849, was a member of what was probably the leading law firm, that of Halleck, Peachy and Billings. He was destined to be identified with this movement and the later college enterprise until the College of California became a part of the University of California seventeen years later, and to suggest in 1866 the name of George Berkeley, the eminent philosopher, as the name for the college town. He was to be the builder of the Northern Pacific Railroad after the Jay Cooke failure in 1873.

Colonel John W. Geary, a graduate from Dickinson College in Pennsylvania, a man of fine service in the Mexican War, military commander in Mexico City after its capture, was appointed postmaster for San Francisco on the 22nd of January 1849, in recognition of his services during the war. He arrived on the "Oregon," the 1st of April 1849, with authority to create post offices throughout California, appoint postmasters, establish mail routes and make contracts for the transportation of the mails. He was on the 1st of August 1849 elected alcalde of San Francisco by the unanimous vote of 1560 electors. On the 6th of August General Halleck appointed him judge in the Court of First Instance. On the 8th of January 1850 he was re-elected alcalde, receiving 3,425 votes out of a total of 3,441. When the city charter was adopted on the 1st of May he was elected Mayor. Some of the meetings for the furtherance of the College were held in his office. Called to the East in 1852 by family affairs, circumstances there made it necessary that he remain for a few years at least and Colonel Geary never returned to California. What his enlistment in this College enterprise implied is further indicated by the fact that in 1856-'57 he was Territorial Governor of Kansas, and arose to the rank of Brigadier General in the civil war, was brevet Major General and from 1866 to his death in 1873 was Governor of Pennsylvania.

Hardin Bigelow was Mayor of Sacramento—a man who in his first message urged all possible aid for the public schools. It was due to his foresight and herculean efforts a short time before he was elected to this office that Sacramento was saved from a second devastating flood early in the year 1850. He had declared from the first threatening that a levee was practicable. But nothing was done. When, however, the second inundation was imminent he led in the building of one, and was in the saddle day and night directing and encouraging the men whom he succeeded in gathering for its construction. The unbelievers and croakers as well as the descending rain and consequent mud made his work extremely difficult; but it was a triumphant success which led to his election not long thereafter as mayor. In August, that year, Mayor Bigelow was severely wounded in the squatter riot, being shot four times, the cry having been as he ordered the rioters to disperse, "shoot him; shoot the mayor." After the amputation of an arm he came to San Francisco seeking recovery by a change of climate and rest, and stricken there with cholera he died on the 27th of November at the age of forty-one.

Captain Henry M. Naglee, a West Point graduate in 1835, came to California in September 1846 as a member of the First New York Volunteers, commonly called the Stevenson Regiment. That regiment disbanded in 1848 and in 1849 Captain Naglee entered the banking business in San Francisco, continuing therein many years. During the civil war he was made a brigadier-general.

Francis J. Lippitt came also with the Stevenson Regiment as a captain. He was a member of the Constitutional Convention and of the first Legislature, and attained early prominence at the bar. Going to reside a few years later in the East he became brevet Brigadier-General.

Sherman Day, a grandson of Roger Sherman, one of the signers of the Declaration of Independence, and a son of President Jeremiah Day of Yale College, was graduated from Yale in 1826. Before coming to California he was the designer of the house of worship long used by Plymouth Church, Brooklyn, New York. He surveyed the first railroad line between San Jose and Sacramento and one of the first wagon roads over the Sierras. He was a member of the State Senate 1854-'56; United States Surveyor-General in 1868, and a long time superintendent of the New Almaden mines.

W. Grove Deal, a Sacramento physician, was a local preacher in the Methodist Church. Early in 1849 he had held occasional undenominational services in Sacramento and at Suttersville. It has been written concerning him while at San Jose as a member of the first Legislature: "The doctor filled his seat in the Legislature during the week and preached the gospel to his fellow-law-makers on the Sabbath." He is credited with a change in a bill for the incorporation of churches which made legal a board of trustees appointed by the preacher in charge as well as a board elected by the church society.

Milton Little, a school teacher for some time in New York, his native State, settled in Monterey in 1843 and engaged in merchandising. He was elected alcalde pro tem on the 15th of September, 1846, when the Rev. Walter Colton was elected alcalde. He was a member of California's first jury, empanneled by Colton—one third Mexicans, one third Californians, one third Americans. Along with Thomas H. Larkin and Talbot Green he pledged $200 a month toward the school which was opened in Colton Hall in Monterey in April 1847, risking reimbursement from the tuition charges.

No effort was made in May and June 1850 to secure subscriptions for the proposed College except at San Jose and in the vicinity, and the names of only two persons residing elsewhere are found on the list. That subscription paper affords however an interesting study. A leading donor of land and money was Mr. Jacob D. Hoppe, a San Jose merchant, who had been a member of the Constitutional Convention. His name stands first in two places on the subscription paper, heading the list of donors both of land and money, and the amount of his pledge is the largest—$2,000 in land, $500 in money. The broad basis on which the first movers of this educational enterprise had decided to establish it appealed strongly to him. The Rev. William Taylor has told in "California Life Illustrated" of an experience with Mr. Hoppe which gives indication of the favor which he naturally would have for an undenominational College. Early in 1850 Mr. Taylor secured from him a subscription of one hundred dollars for a Methodist Church building in San Jose and what was taken to be a verbal promise of two hundred more as the work progressed. A little later, hearing that the Methodist Church, South, had begun work in California, Mr. Hoppe said to Mr. Taylor: "By the organization of two Methodist Churches in California you are going to have collision and strife, and I'll have nothing to do with either party of you. I'm sorry I promised to help you with your church. The hundred dollars I subscribed I'll pay, (handing it to me at the same time) but I'll subscribe no more to either party of you." Mr. Hoppe kept his word, but he had only three years in which to keep it. He lost his life in the Jenny Lind steamer explosion between Alviso and San Francisco in April 1853.

Among the interesting documents connected with this movement and handed down the years is a pledge of aid reading as follows: "This is to certify that I, John A. Sutter, will donate to Thomas J. Nevins, Frederick Billings, Henry M. Naglee and their associates land to the amount of $1,000.00 for the benefit of California University so soon as a correct survey of my land shall be made." This was dated "Elizo, June 7, 1850"—with signature and seal affixed.

That pledge never could have been fulfilled if the maker of it had been called on to fulfill it. The long drawn-out disputes over land titles brought financial ruin to this pioneer whose life in California for a decade, and more, belongs to the Romance of History.

On the 27th of June a meeting was held in San Francisco in the office of Mayor John W. Geary, presided over by him and attended by S. H. Willey, and Mr. Thomas J. Nevins, at which time the subscription papers circulated by Mr. Blakeslee showed that the pledged donations amounted to $30,750. At that meeting a committee was appointed to prepare a charter and present it to the Supreme Court for adoption. The following day that committee made report thereon in the office of Mr. Frederick Billings and reported also that they "had considered what might be deemed necessary to be done immediately for promoting the object contemplated." The committee then made expression of judgment as follows: "That the establishment at an early day of a preparatory school at San Jose where the patrons and friends of this institution can fit their sons for entering upon the College course is of primary importance, and we have no doubt that a gentleman well-qualified is willing to undertake it as a private enterprise; and who would subject himself and his school to the visitation and supervision of the trustees, if this board will sanction and recommend it as a preparatory department to the College course."

It was at this meeting in San Francisco on the 27th of June that the friends of the movement learned that the legislative act for chartering made it impossible for them to call the institution "The University of California," as they by that time had decided they wished to call it. Accordingly the name chosen was "California College," the intent being to petition the next legislature to change the name to "University of California."[24]

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[24] Letter to American Home Missionary Society. Pacific School of Religion collection.

Application for a charter was made at some unknown date after the 1st of July 1850.[25] The petitioners who were a majority of the donors were represented by Mr. Frederick Billings as attorney, with whose advice and cooperation the application papers had been framed. The decision of the Supreme Court was rendered in December, and it was held therein that the evidence was not sufficient to show that the statutory requirement had been met.[26] The court was in the first place inclined to the opinion that the required $20,000 had to be in cash or its equivalent. However, denial of the petition was on the ground that the various tracts of land were not definitely enough described; that their value could not be determined accordingly; and that the indefiniteness would render it impossible for the institution to compel a conveyance if action to that end should be necessary. Several conveyances had already been made; but, inasmuch as land titles were then in dispute, only quit-claim deeds had been given by some. There were affidavits on the part of disinterested persons that the land alone, aside from good notes for nearly a third of the required $20,000 amount, was worth at least $30,000.[27] In view of the fact that more than one lawyer as able as the members of the court had to do with the preparation of the application papers, the judgment of the Supreme Court was questioned.

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[25] Careful search at the office of the clerk of the Supreme Court both in San Francisco and Sacramento has failed to disclose these application papers.

[26] "California Reports," Vol. 1, p. 330.

[27] College of California Documents. University Archives.

CHAPTER X.

THE CONSTANT CONTINUED INTEREST IN EDUCATION

The preceding chapter shows great devotion in 1849 and 1850 to the cause of higher education in California on the part of a few pioneer missionaries and other citizens having at heart the welfare of the State. Nevertheless two years and four months were to pass after the Supreme Court denied their application for a charter before the higher education project was taken up again in such manner as to assure success. However, the leaders in that first movement and others who came soon thereafter slackened not in devotion and purpose to that great cause. It was constantly in mind and no opportunity to further it was neglected. Foundations—as shown herein —were laid which it was expected would aid in its furtherance and accomplishment.

Certain events in 1850 and 1851 contributed to this delay. One was the removal of the capital from San Jose, with the consequent depreciation of the property offered, and such unsettling of values in general, and of business prospects, that many who had the will to give, they knew, would be unable to do so. Then, too, early in 1851 the Methodists made application for a college to be located at Santa Clara, which was granted—the College of The Pacific (now situated at Stockton) coming into existence thus in June that year.[1]

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[1] Among the several devoted pioneers having part in laying the foundations of this educational institution was the Rev. Isaac Owen whose zeal was such that it has been written of him that "he would have established a high school at every crossroads and a college in every county." Isaac Owen did not know a letter of the alphabet until he was nine years old. An illiterate blacksmith in his early manhood, his course in life was changed when he was converted and became a member of the Methodist Episcopal Church; he became soon an exhorter and lay preacher in the community in Indiana in which he resided; he sought books then as miners seek nuggets and later in life was able to read the New Testament in the original Greek. Isaac Owen came overland by ox-team to California in 1849 with the intent of laying here both religious and educational foundations. He preached his first sermon in California on the 23d of September, 1849, under the trees where now is situated the mountain, mining city of Grass Valley.

The first of August 1851 several of the men who had been foremost in the College movement which was commenced in 1849 launched an enterprise which was destined to be of great worth through many years in advancing the cause of education. This was the "Religious and Family Newspaper," called "The Pacific"—the "organ of no sect nor party," and "pledged to the interests of Religion and Education."

Its first editorial which was an announcement of its purpose, and which was written by the Rev. Joseph A. Benton, pastor of the Congregational Church of Sacramento—one who was to write its leading editorials for twenty years or more—stated in part: "It will contain a survey of the news of each week and some selections of a miscellaneous kind. The articles will be mostly of a religious and practical sort, with a view to form the mind and regulate the conduct. It will advocate all that is holy, lovely, excellent, and of good report. It will be neutral in nothing. It will aim to be somewhat wherever it may appear. It will advocate the great doctrines of the gospel, insist on a pure morality and urge obedience to the laws of God and man. The field of politics it will avoid, but any crooked policy will be very likely to fall in its way. It promises to let nobody alone, because it is the advocate of that which is needful to everyone. No topic that a serious-minded man ought to consider will be beyond its range. The paper is the organ of no ecclesiastical body. It would be on friendly relations with every such body."[2]

This pioneer newspaper had a circulation of several thousand copies at an early date and was widely influential. In the first number there was an editorial on "Education," in which it was declared: "All the blessings of civil and religious freedom which have so abundantly signalized the American people and rendered us the wonder of the world were generated in the free common schools of our ancestors, and have been developed by the consequent virtue and intelligence of the people."

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[2] "The Pacific" was the first newspaper established in California to be devoted to religious and early-day educational interests. It antedated the "California Christian Advocate" by ten weeks. "The Watchman," a small monthly journal, edited and published earlier for a few months by the Rev. Albert Williams, pastor of the First Presbyterian Church of San Francisco, was of no such scope and never had an established existence. "The Pacific" first published August 1, 1851, by Congregationalists and New School Presbyterians, was continued as a weekly Pacific Coast publication down to 1920, when it became, under the same name, a monthly church news bulletin for the Congregational Churches of California. Together, the Bancroft Library and the Pacific School of Religion Library have a complete file of this valuable pioneer publication down to January 1920. Several of the volumes now in the Bancroft Library were placed there temporarily a few years ago by Pacific School of Religion for safe-keeping. If taken out the Bancroft Library would not have a complete file.

Attention was called to "the crude and unsystematized condition" in which popular education was at that time in California, and it was stated that it would be one of the aims of the paper to present from time to time such facts and statistics as would serve "to call public attention to this first and highest duty of the government—suitably to provide for the education of the children and youth of this new and rising state."

Immediately following this editorial on Education in general was one on Colleges in which mention was made of the Methodist college at Santa Clara, along with the statement that it was understood that the court had settled recently upon the principle of giving to the college act the most favorable construction for facilitating the obtaining of charters, and The Pacific hoped to be able to announce soon other collegiate institutions.

This first number of "The Pacific" contained a sermon by the pastor of the First Congregational Church of San Francisco, one of the editors—on "Haste to be Rich," with text in Proverbs: "A fruitful man shall abound with blessings, but he that maketh haste to be rich shall not be innocent." After considering widely the effect of the desire to get rich quickly, the effect on a nation, a state, the church, etc., he turned to a consideration of the effect on schools, remarking in that connection: "Had the emigration hither been like every other, one of families to locate a home, and not one of single and married men to dig and wrestle for gold to take away, it would not have been true, as it is this day, that this city has not one public school house within its limits, and supports, in a church given gratuitously, but one public teacher. It would not have been true that not one select school is well supported, and not one academy lifts itself up by the side of a single church in the state. Had we not run wild for gold, the wealth and intelligence of this state would have chartered and endowed at least one college, built an academy in every county, and gathered the first generation of our youth into numerous and ornamental houses for select and common schools. This is a dangerous haste which thus overlooks the rising generation. The future of this state will be more hopeful when the children of parents will be educated here, and the funds going to support schools and churches on the Atlantic shall be retained to rear on the Pacific these two pillars of greatness and usefulness."

On the 10th of October "The Pacific" had an editorial on "Education in California," which affords so comprehensive a view of life as it was then in California, along with the interest and concern of these revered pioneers that a part of it is quoted here:

"How, where and what schools, academies and colleges are to be established in California, how they are to be governed and sustained, with what teachers, books and methods of instruction to be made efficient, are questions demanding wisdom and experience for their settlement. But good men have come and are coming to California, competent to arrange all the details of a large and comprehensive system of education. We have no fear, if the State moves under the guidance offered, that it will not move in the right path. . . . What we do fear is that the people will not move at all only as they are lifted by main strength; that those who are willing to undertake the severe and laborious task of commencing the work of education in California will not be cordially received and helped forward; that if they offer to keep schools they will have to build their school houses and seek out their scholars; that if they propose to lay the foundations of a university, men will avoid them for fear of a subscription, that instead of action, united, direct and earnest on the part of the people of the State, individual effort will be left alone and looked upon as for personal benefit.

"We fear this because patience, reflection, a spirit of self-sacrifice, and a willingness to give and work where the returns are not immediate and tangible are required to begin, carry on and perfect a system of education. It is a slow process at first—looking to the future. It has small beginnings. Its benefits are not a monthly revenue of dollars. The good it does is gradual, diffused for Society, the State and the World, as well as for individuals. And now in California there is too much of self-seeking, too much haste, too little stability, too much of the individual, too little of the social, too much of the present, too little of the future, for us to expect at once action based upon the duty and necessity of a work so humble in the beginning, so quiet and unselfish in its operations, so universal and lasting in its benefits. We hope for a better time; for a time when our people will call California by those good old words 'Our Commonwealth' — because they feel what those words signify; when California will cease to be run to, run over, and run from; and the impression will have passed away that the institutions fostered by the old States, to their honor and influence, are not fit for California. When we have reached this condition, teachers will be welcomed, school-houses, academies and colleges will be built and filled, and the means of a varied and large education provided. . . We have faith in this respect. Whatever difficulty and discouragement may now surround the effort to make California as rich in mind as she is in gold, they are to diminish. The institutions profitable for wisdom, as well as all other institutions which mark the progress, character, honor and virtue of a State, are to be here. It is only a question of time; of how much time rests with ourselves. California is not always to have this unsettled, extemporaneous and miscellaneous character. We write now to encourage those who have come here imbued with the spirit and ready and fitted for the work of establishing educational institutions which are hereafter to become the pride and ornament of the State. We write, too, to ask the people of the State to take an immediate, positive and practical interest in this subject, an interest in every grade of it from the humblest school-house to the tallest college; from the matter of sending children to school to that of persuading Congress to give us lands to sustain schools."

It was in the early part of this waiting period, not long after the Rev. S. H. Willey had come from Monterey to San Francisco, which was in August, 1850, that he marched at the head of a procession of one hundred children along the streets of that city in order to impress upon the minds of the city council the need for provision for public schools.

It was in this period that these devoted pioneers helped to lay at Benicia the foundations of the Seminary which developed into Mills College.

In November, 1851, the Presbytery of San Francisco (New School) held its semi-annual session in the First Congregational Church of Sacramento. Congregationalists were in attendance as usual as associate members and participated in all the actions except those of a business nature which could be legally transacted only by the members of the presbytery. Among the Congregationalists who attended was the Rev. Tyler Thatcher, a recent arrival from New England. In his report in "The Pacific" of the meeting the scribe stated: "The cause of education received earnest attention. In its highest departments, if not in all, its greatest prosperity has been, hitherto, secured through the guidance of an evangelical ministry. The presbytery, therefore, has been happy to welcome the Rev. Tyler Thatcher who comes here to devote to this cause a ripe scholarship and a mature experience."

A graduate of Brown University in 1824, Mr. Thatcher had studied later under Dr. Emmons, one of New England's greatest theologians. It has been written that on his voyage to California in 1851 he discovered a "new method of determining the longitude at sea without recourse to the chronometer." When some years later he passed into the other life it was said of him: "In scholarship Mr. Thatcher was a man of varied attainments. As a botanist, mathematician and linguist he ranked high. The Hebrew Bible was to him as fresh and familiar as the vernacular. He had read it in family worship twice, by course, and more than half through the third time. He was master of the Arabic, Greek, Latin, German, and other languages. He had a passion for hard study and could not be satisfied with superficial work. He possessed the power of concentration to such a degree that Dr. Emmons, himself a master in close thinking, often said that Tyler Thatcher could look longer at the point of a needle without winking than anybody else that he knew. . . . The crowning characteristic of this man whas his pure piety. It seemed to hold him in absolute possession. In him was seen and felt the greatness of being 'as a little child.' . . . A man who had known him for more than forty years said, 'There was no self in Mr. Thatcher.' "

At that meeting in Sacramento in November 1851 a resolution was adopted providing for a committee to cooperate with Mr. Thatcher in the selection of a location for a school—with reference to the ultimate founding of a college. Such an institution was opened soon thereafter at Marysville. At the next meeting, which was in Marysville in May 1852, at which time the Congregational Association of California was organized and arrangements made immediately for joint sessions of Presbytery and Association, Education had consideration again, but the only thing of record thereon is the statement in the "Narrative of the Churches": "The Rev. Tyler Thatcher has in Marysville a school of increasing promise." But, Mr. Thatcher's school—devoted, scholarly man though he was—did not have much development or long life. Ill health made it necessary for him to give it up at an early date.

In October, 1852, the Association and Presbytery of San Francisco met in joint semi-annual session in Howard Presbyterian Church, San Francisco. In the report of a Committee on Education, composed of the Rev. Tyler Thatcher, and the Rev. C. M. Blake, who a little later opened a seminary for young women at Benicia, it was said:

"It is not to be expected that anything need be reaffirmed as to the importance of the work of education along the Pacific. To the intelligent this is altogether useless; and some of the earliest efforts of ministers here present, more than two years ago, were directed toward it. But the university for which a charter was then sought still slumbers in the bosom of futurity. Meantime the military dependency has become a powerful and populous state. . . . Your committee are fully aware that you need not be impressed anew with the difficulties in the way of education here. A great sense of these, not less than the importance of devising means to overcome them, has long been the conviction of all those here assembled and of every one at all familiar with the moral wants of this region."

In the course of the report it was declared: "You are in a great degree, brethren, to say when, why, how much, and where, the children within your bounds are to be educated." Mention was then made of the good beginning made in the public schools of San Francisco, but "almost the total failure of the public school enterprise in this commonwealth" was noted with much regret; and it was declared that "neither the art nor the logic of the executive or of the superintendent of public instruction can excuse this wholesale robbery of the youth of California." It was remarked: "Some may be called to teach, as others are to preach, the gospel." And: "By laying the foundations now, we may hope hereafter, and that ere long, to see the higher seminary of learning established here when its need shall have been felt, and a maturity reached which we have not seen as yet."

CHAPTER XI.

THE COMING OF HENRY DURANT AND THE FOUNDING OF CONTRA COSTA ACADEMY

While the events set forth in the preceding chapter were transpiring in California a learned New England Congregational minister who had been turned aside from preaching to teaching was by his knowledge concerning these events having his heart turned toward a work which might make his life serviceable as a foundation builder in what seemed to him destined to be one of the great American commonwealths. He went from the little Massachusetts town, where he was conducting an Academy, to New York to consult with the secretaries of the American Home Missionary Society, in the columns of the monthly magazine of which society there had been appearing for some time information concerning the needs in California both religiously and educationally. This resulted in a letter from one of the secretaries of the society to the Rev. S. H. Willey of San Francisco, who was its special representative and agent in California.

That letter, written by the Rev. Dr. Milton Badger on the 19th of February, 1853, is the oldest characterization known to be extant concerning the man who was destined to be the first president of the University of California. The letter stated: "I write you in behalf of Rev. Henry Durant who is proposing to go out to California soon to devote himself to the cause of education—to establish a female seminary if there should be a favorable opening, or engage in some other way in promoting the same general cause. Mr. Durant graduated at Yale College in 1827, was contemporary there with Dr. William Adams, if not a classmate. He was afterwards a tutor in the College for four years. He subsequently settled in the ministry in Byefield, Massachusetts; but, his voice failing, he left the pastoral office and established in the place a select high school which he has conducted there many years with distinguished reputation. I have often heard him spoken of as the most learned minister in that section of New England with the exception of Dr. Leonard Whittington of Newbury who was in the same Association with him. Rev. William Noyes of Brooklyn, who is himself a native of Byefield, tells me that he is well qualified to be a professor of Latin, Greek or Hebrew in any institution. He is a very amiable, kind- hearted man, gentle and unassuming, always growing in your estimation, and endearing himself to your heart—not distinguished for force of character, and not suspicious and severe enough, perhaps, to manage naughty boys to the best advantage; nor particularly skillful in business matters; but a scholar, a gentleman, and a Christian that would honor the names anywhere. He has a wife, and but one child if any; and seems very desirous of planting himself on your shores if there is sufficient encouragement there for him. He would be a most valuable acquisition. He would help man a college, though not perhaps exactly the man to be at the head of it. And he would succeed admirably, I should think, in a female seminary. Should he write you to make inquiries you may have all confidence in him. Or, if you would say anything to me by way of encouragement to him, I would put him in possession of it."[1]

The mail which brought this letter to California brought also one from Mr. Durant. Mention was made of this in a letter which Mr. Willey wrote to Secretary Badger on the 28th of March, 1853, in which he remarked: "We will reply to Mr. Durant next mail." The letter which Mr. Durant wrote to Mr. Willey has not been preserved. Nor is there left any trace of the letter in reply to his. The date of Mr. Durant's arrival in San Francisco, May the first, 1853, precludes the receiving of it before he left New York in April.

Professor Durant brought with him letters of high commendation by Yale College professors and officers, also from several prominent ministers in the East, among them the Rev. Dr. William Adams of New York. None of these are extant.

Soon after Professor Durant's arrival in California the Rev. I. H. Brayton, who had come to the State in 1850, was in the East and wrote concerning him: "Dr. Adams more than repeats all that he wrote of Mr. Durant. He thinks him abundantly qualified to begin an institution which may become a college, or to teach in a college. I am glad to hear so well of him in all things, and trust that he will receive sufficient encouragement. He will of course require much help in out-door matters." At another point in his letter Mr. Brayton remarked: "Dr. Adams says of Mr. Durant: 'He is the soul of honor.' Being embarrassed, he gave up his library; it was redeemed and returned to him by a friend."

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[1] American Home Missionary Society Correspondence. Pacific School of Religion.

It is difficult to determine exactly the kind of an educational institution which Professor Durant had in mind when he came to California. In information which he gave to President Gilman in 1873 he stated: "I came with college 'on the brain'." Whatever the legitimate meaning which may be put into this statement that he came with college on the brain it has been considerably distorted and enlarged; and here and there through the years has appeared the declaration that he came with full-fledged plans for a college or university. The most that can be truthfully said is that he came with the intent of engaging in some kind of higher educational work which he hoped would later prove to be the foundation of a college.

In 1896, Dr. Willey wrote concerning the call which Professor Durant made on him in his home in San Francisco a few hours after his arrival in May 1853: "We were soon in each other's confidence, and he stated at once his purpose in coming. It was, he said, to work for the establishment of a college in this new State. He was personally fond of college life and had seen considerable of it, having served as tutor in Yale for several years after his graduation at that college, and now he felt like engaging in it again. He thought he could do the most good by beginning the work in a new state where such an institution is always needed, and should be founded early. This announcement was a surprise and delight to me, and I knew it would be to others, for a few of us had been planning for work on this line for three or four years. And now to have a competent man come of his own accord to take it up and give himself to it—it seemed almost too good to be true! It was hard work in those days to persuade even young ministers to come as missionaries to this far-away uncouth country. But to have a man, a trained educator, come of his own accord to build a college in a country such as this was at that time a surprise and wonder. So we sat down and talked it over." Professor Durant was told in that conversation of the movement in 1849, and was assured of a readiness on the part of its friends to take it up again and with his cooperation push it to completion.[2]

The movement out of which was to come the College of California had its inception in May 1853, a few days after the arrival of Professor Durant, in the little mountain town of Nevada City. The Congregational Association of California and the Presbytery of San Francisco (New School) met there in joint session on the 9th of that month and on the 11th action was taken which was reported as follows in the columns of "The Pacific" on the 20th: "Presbytery and Association met together at two o'clock and spent an hour in devotional exercises, after which the moderator of the Association took the chair and the subject of Education was taken up. A full discussion was held upon the report which the joint committees of Presbytery and Association presented on the subject of Education, which resulted in the adoption of a plan to establish an institution of learning to be entered upon if possible before the next regular meeting of these bodies. The whole matter was then referred to a standing committee on the subject, empowered to act in behalf of these two bodies, and present their report at the next regular meeting six months from this time."

Writing forty-one years later concerning this meeting Dr. Willey observed: "Courage and enthusiasm ruled the hour. Nothing that ought to be done seemed impossible. We continued in session three days and had under consideration all the leading interests of our State. Outside of church work, our main attention was given to the subject of higher Christian education. All were agreed on beginning an academy at once, to be developed into a college."[3]

Fourteen ministers and one layman had part in that consideration, eight of whom were Congregationalists; seven, New School Presbyterians. The little church building in which they assembled has come down in history as the "Washington Monument Church"—contributions for its erection having been made by men in the mines thereabout from every State in the Union. The bell in its tower was the first to ring in the Sierras the call to worship. The pastor, James H. Warren, was a graduate of Knox College, one of the educational institutions founded in the Middle West by the descendants of the Pilgrims in their march across the continent. At his ordination in Broadway Tabernacle, New York, in September 1850, the secretary of the American Home Missionary Society, who gave the charge, spoke of the designs of Providence with reference to these far shores, to be peopled as none other had been by a simultaneous intermingling of men and women from all parts of the globe; and of the call to the Church that Christianity should take up her march across the deserts and over the mountains and plant her institutions here thick and fast. Addressing the candidate the secretary observed: "So rapid and astonishing are the developments of God's providence in the day in which we live that we dare not predict what you may live to see accomplished should you labor there the ordinary life of a man." And then: "Make full proof there of your ministry! Preach the gospel! Live the gospel!"[4]

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[2] "University of California Magazine," March 1896. See also "The Overland Monthly," July 1885; article entitled "The College of California."

[3] "Thirty Years In California," by S. H. Willey (1879), p. 55; also "The Pacific," October 10, 1894. Bancroft Library; also in Pacific School of Religion Library.

Pastor in 1853 in that little mountain town, participator in that early educational movement from which was to come great things for California, James H. Warren was destined as Congregational Home Missionary Superintendent, later for thirty years, to lay by his memorable service the foundations of enduring churches over all the State.

Willey and Blakeslee, Hunt and Brayton, each already of marked service for California, and destined for yet greater, were in attendance. Joseph A. Benton, the man who had written in the Mokelumne River mining region in 1849 the first hymn written in California, and destined to be one of the foremost of the founders and upbuilders of Pacific School of Religion, was the presiding officer.

About ten weeks before this day in May 1853 there had been an accession of six workers to the missionary forces in California. In a report of a farewell meeting the day before they left New York it was written: "As they occupied the front pews in the body of the church on this occasion they seemed to the eye of faith more imposing and beautiful than any group wrought in marble by genius—a group of which Christ was the Sculptor, and designed to be set up in his Pacific Church."[5]

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[4] "The Home Missionary," October 1850. Library Pacific School of Religion, Berkeley; also Congregational Library, Boston.

Several of these men were in attendance; notably, W. C. Pond, E. B. Walsworth, S. B. Bell and J. G. Hale. All were destined to careers of exceptional service in the State—W. C. Pond to seventy-two years; and to be revered in later life as only few men have been among the Orientals and to come down in history as the man to whom above any other Pacific School of Religion owes her survival in a period of financial stress and struggle.[6]

Professor Durant was in attendance,—presenting to the Congregational Association letters which transferred his ministerial standing from an association in Massachusetts. Pursuant to resolutions then adopted the Rev. Messrs. Willey, Bell, Benton and Hunt (the first two by and from the Presbytery; the second two by and from the Association) were appointed a committee to cooperate with Professor Durant "to determine the expediency of establishing an institution of learning; and, if it be deemed expedient, to proceed to form a plan for its establishment." The resolutions authorized them to secure the organization and incorporation of a board of trustees of which they should be members; and to represent the Association and the Presbytery in any effort to procure land and endowment for the proposed institution.

Writing forty-three years later concerning this action Dr. Willey stated concerning the part which Professor Durant had in it: "His presence and his advocacy of the matter were an inspiration."[7]

Oakland had already been thought of as a suitable place for an academy. In a letter written on the 28th of March, 1853, to the secretary of the American Home Missionary Society concerning the probable location of the six missionaries who had arrived on the 23rd of February, Mr. Willey had mentioned it (Contra Costa) as "a beautiful spot," of some promise, though just then somewhat of "a speculator's town;" however, "a good place to open a boarding school; and, may by and by be a good place for an academy."

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[5] "The Pacific," December 26, 1852.

[6] See "Gospel Pioneering," by W. C. Pond (1921).

[7] University of California Magazine, March 1896.

In 1853 San Jose had no serious consideration, if indeed any at all, as a place for the proposed college. Two educational institutions had already been established in that locality. Moreover it was not regarded accessible enough. Attention almost immediately centered on Oakland. A few days after the adjournment of the meetings of Association and Presbytery at Nevada City, members of the committee which had been appointed, assembled in Oakland, accompanied by Professor Durant, and the decision to locate the proposed institution there was the first step in highly interesting events down through many years.

In one of the articles in the Overland Monthly series in 1885 on "The Building of a State," Dr. S. H. Willey wrote concerning the trip which he and others made from San Francisco to Oakland that day in May, 1853: "A wheezy little steamer had got into the habit of crossing the bay three times a day to carry passengers. It was pretty regular, except that it was liable to get stuck on the bar now and then. In this case it took us safely over. Oakland we found indeed to be a land of oaks, having one street, Broadway, extending from the landing toward the hills—with a few buildings here and there on either side, and a few houses scattered about among the trees." Only one building was found vacant, the rent for which was $150 a month. It was situated on Broadway on a lot at what is now the corner of Fifth Street. It was rented, payment being made in gold coin in advance, and arrangements were begun for the opening of the school on the 6th of June.

Inasmuch as this school was destined to develop into the University of California, all available particulars with respect to its beginning are of exceptional interest and value. In epitome this is the institution's history: Organized as an Academy June the 20th, 1853; chartered as a College, April the 13th, 1855; continued as the College of Letters of the University of California, March 23, 1868.

June 20, 1853! March 23, 1868! Between these dates— an infinity of devotion and self-sacrifice!

As soon as the place of location had been determined, Professor Durant began to write letters for the purpose of securing pupils. One which was written to the Rev. E. B. Walsworth of Marysville, who was the moderator of the Presbytery at the time when action had been taken at Nevada City, is extant. It reads in part: "I should have been glad to have conferred with you personally with reference to the school which it has been proposed that I attempt. It was necessary that I should commence the enterprise without delay; and the more so, as I found on returning from Nevada, that a house, and the only house in this place suitable for the purpose, was vacated and immediately to be rented to one of several applicants—unless we should secure it at once. This we have done. A spacious and comfortable house—in this most classic Encinal —-now ready for the reception of pupils and the commencement of what we may hope shall be a permanent Seminary of Learning! I eschew all that prefatory and prophetic bombast and glorification with which it is possible in these times to secure a popular beginning; and yet I believe it best that we should think well of our undertaking and make an effort to bespeak for it the public favor.

"It will be advertised in the next "Pacific." I have placed your name, among others, as my references, after having consulted Brother Willey, who assists in the preparation of the notice—supposing that you would lend the service to which this position might subject you. And now, my brother, as the expenses are already heavy and I must rely on a supply of pupils immediately for relief—and as on every other account we wish to have a respectable beginning—can you not send me one or two pupils from your own parish on the 6th of June, the commencement, to represent the interest which may be felt there in the matter, and to help us. If you could not send so soon, can you not by the 18th of June when we may have a little formality in organizing the Institution?"

Following the foregoing was a statement concerning tuition, board, etc.—accompanied by the remark: "The pupils will be in my family and at all times under my care." In conclusion the words were: "Hoping that you will appreciate my solicitude as well as excuse it, I subscribe myself your obedient servant and brother in the Lord."[8]

Evidently the intent was to acquire property in Oakland at an early date. Before going to Marysville Mr. Walsworth had held several religious services in Oakland and had acquired some influence there. Accordingly we find Mr. Willey writing him from San Francisco on the 4th of June: "I am inclined to think you had better come down here Monday and see to the College land matter at C. C. [Contra Costa]. The present is the propitious moment. None of us are acquainted with Messrs. C. & Co., and other land holders. You have had communication with them. You know where the handle to the matter is. And you would be likely to get the thing in better shape than any or all of the rest of us. Mr. Bell is very busy and heavily laden with care of course just now. No time is so good as the present; and I think the highest good will be subserved by your coming."[9] Nothing is known concerning the result of this letter, except by inference. Apparently Mr. Walsworth did not come down to Oakland at that time.

The day on which Mr. Willey wrote this letter to Mr. Walsworth the issue of "The Pacific" for the first week in June was in circulation, and in it was an advertisement with the caption: "Scientific and Classical School at Contra Costa." The advertisement, in small type read: "The spacious and comfortable house lately the Washington Pavilion on Broadway in Oakland has been procured and will be devoted exclusively to the use of a Family High School for Boys, under the superintendence and instruction of the Rev. Henry Durant, lately arrived from New York.

"It will be opened for the reception of pupils on Monday the 6th day of June, as the commencement of what is designed to be a permanent school. The beauty and salubrity of the spot, its accessible position on the Bay of San Francisco, its attractions as a place of residence for families; the wholesome shade and classic air of its ancient oaks, the taste of its increasing population, and the munificent regard to the cause of education manifested by the present proprietors of the soil, contribute to render this one of the most desirable situations in the State for the proposed Institution.

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[8] The Walsworth Correspondence. Letters by Henry Durant, S. H. Willey, Frederick Billings, J. H. Warren, Isaac Brayton and others, relating to the College of California. University Archives.

[9] The Walsworth Correspondence. University Archives.

"The branches of study to be pursued will comprise, besides those usually taught in High Schools, the Latin, the Greek, and if desired, the French, German and Spanish languages. The price for board, washing, domestic care, and school instruction will be $12.50 per week, payable monthly in advance; for tuition alone, $10 per month. Each boarder will provide his own chamber furniture.

"The house stands on Broadway, direct from the landing, at the distance of about five minutes' walk. The place may be reached from San Francisco by the Kate Hayes, Capt. Edwards, from Pacific Wharf in one hour, leaving at 10 o'clock A. M., and returning at 4 o'clock P. M. and at 5½ P. M., returning the next morning.

"For further particulars apply to the Principal of the School, or to any of the gentlemen whose names are annexed."[10]

On the 10th of June "The Pacific" had an editorial note concerning the Academy in which it was observed: "The superintendent of this school, Rev. Mr. Durant, bears with him the highest testimonials as to his qualifications and success as a teacher of youth, as well as to his character as a worthy and exemplary man. The numerous advantages of this institution, the high character of those having its direction and control, the nature of its exercises, the health of its location and the contiguity to this city, render it a desirable place for the instruction and training of youth."

It was determined at the very beginning of the enterprise to secure at the earliest possible date a suitable site on which to erect buildings. On the 20th of June Mr. Willey, chairman then of the board of trustees, wrote to Mr. Walsworth, a newly-elected member of the board: "Went to C. C. [Contra Costa] on Wednesday last. Could not go on Monday, for reasons. Looked the matter over with Carpentier, Bell and Hunt. Made out the papers according to law. Organized. Willey, chairman. Bell, secretary. Elected Mr. Carpentier and Rev. Mr. Walsworth of Marysville trustees. Swore to the papers, and Mr. Bell is going to take them to Union City to get recorded. Then the site will be fixed on and deed given. Carpentier appeared all right, cordial and well. Mr. Durant had three boys last week; will begin with five this week; and I think will have four or five more from here.

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[10] The names given were principally those of prominent ministers and business men throughout the State; but the ambitious institution reached out far as well as near and placed on its reference list the name of the United States Consul at Panama and of that Yale College graduate engaged in missionary work at that place—the Rev. Joseph Rowell whose work and influence later as "San Francisco's Pioneer Apostle to Seamen" were to girdle the world. Neither Contra Costa Academy nor the College of California ever drew any students from Panama or thereabout; but seventeen years later when the College had become an integral part of the University of California, Joseph Cummings Rowell, a son of the Rev. Joseph Rowell, registered at the University from San Francisco, became librarian soon after his graduation, served in that position from 1875 to 1919 and since that date as librarian emeritus and archivist. It is due to him that the archives contain considerable valuable material concerning the College of California.

"Isn't it time for you to cool off again? Mr. Carpentier refers to you in such terms of kindness and confidence that in actually selecting and fixing on the site and its size, and all these, very likely he would do more by a good deal to you than anyone else. He made the motion to elect you, and it was instantly carried by acclamation before I could put the vote. We concluded to leave the rest open for the present. I think you may get help here among us if you come down, but I can't promise myself to go away at present, having 'some fish to fry'. But we think it's time you came down to get a breath of fresh air! Mrs. Walsworth, tambien. Suppose Mr. Bell will go and record the papers early this week and the business can then be fixed at once!"[11] These papers sworn to on the 14th of June were recorded on the 20th.

It is not possible to determine at this late date just what steps were taken in the effort to secure a site in Oakland for the Academy and proposed College. The advertisement in "The Pacific" and Mr. Willey's letter to Mr. Walsworth indicate interest on the part of the town site proprietors and other landholders. That was the era of the squatters—a short time after nearly all the land now covered by the cities of Oakland, Berkeley, and Alameda began to be held under preemption claims, and when titles to lots in what was already the incorporated town of Oakland were in dispute between squatters and the persons who had purchased from the men who had acquired the Spanish rights. In that valuable information which President Daniel Coit Gilman of the University of California drew from President Durant in 1873 is the story of the latter's experiences with the squatters and others which resulted finally in fixing the College site on four blocks of land now near the center of the business part of Oakland, bounded by Twelfth and Fourteenth and Franklin and Harrison streets.

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[11] Alameda County Records; also University Archives.

East Oakland, apparently, was under consideration at one time as a site. The promising town of "Clinton" had been platted a short time before, and there is extant a letter written on the 22d of August, 1853, to one of the Academy trustees concerning ground there. It was by William Carey Jones of San Francisco, of the United States Land Commission, who had acquired rights in that locality. That letter in its important parts reads: "Your note to Col. Lemore touching the establishment of a College at Clinton has been shown me and I am highly gratified that you entertain that project. I am desirous to promote education in our State —having the full intention to bring up and identify my family with it; and I am also desirous to concentrate as much as possible institutions of a high character at the locality above mentioned, or on the beautiful tract of country adjacent to it. It will give me great pleasure therefore to unite, so far as my voice goes, in whatever may be proposed to you by Col. Lemore in regard to appropriations of land in the town plot, and I will be willing also to make a liberal contribution from lands outside—the extent of which, however, will depend on the extent of the improvements proposed to be made and on the character and plan of the institution to be founded. If larger grounds should be wanted than the limits of the town plot will well afford, I should be willing to indicate a prominent and advantageous locality, with abundant room."[12]

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[12] The William Carey Jones who thus manifested interest in this pioneer College enterprise was the father of Professor William Carey Jones who graduating from the University of California in 1875 became soon thereafter a member of its faculty and was for half a century one of its most devoted and able upbuilders. At the unveiling of a portrait of Professor Jones a few years ago President Wheeler of the University said: "One way to live is to merge one's life in an institution. This is what William Carey Jones has done to an extraordinary degree."

EARLY UNTOWARD EXPERIENCES

In the launching of this educational enterprise the understanding apparently was that Professor Durant should endeavor to make the venture enough of a financial success for the time being to secure from it his living expenses. In accordance therewith he secured as housekeepers for $150 a month a man and wife by the name of Quinn and began operations. At the end of two and a half months, Mr. Quinn, having been paid only in part, became alarmed and declaring that whatever did not succeed in that length of time in California never would succeed, decided on summary action. One day when Professor Durant went from the school room to the dining room for lunch and found nothing had been prepared. Mr. Quinn had "squatted" on the lower part of the house and had put on the outside a shingle bearing the inscription, "Boarders and Lodgers Wanted." It was stated also that drinks were on sale inside. Characteristically, Professor Durant's first thought was for his pupils, and he improvised a lunch for those who were boarders. Immediately thereafter a lawyer was consulted, a police court was extemporized and Quinn was summoned to appear before it. Not waiting, however, for the trial, Professor Durant went to Quinn's quarters and began to remove his fixings; the latter ordered him to desist, and when the Professor declared that he would not do so, he grew enraged and laid hands on him somewhat forcibly; but at once he became deathly pale, lifted his hands over his head, began to pray, and begged Professor Durant to pray that God would have mercy on his soul. When President Gilman who procured this information from Professor Durant, interposed with, "I suppose he had a dim vision of the future glory of the University of California," Durant replied, with considerable seriousness: "No, I think it was not that. His religion came to my relief. He had an impression that he had laid hands on a consecrated person and thought he was committing the unpardonable sin. He regarded me as a priest, and he had been so taught. I think that was the secret of it. He told me that I need not trouble to remove the things, that he would do it."[13]

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[13] This and other valuable information was procured by President Gilman of the University of California in an interview with former President Durant in 1873 and is preserved in the Archives. When Dr. Gilman

Mr. Quinn and his wife remained in Professor Durant's employ some time thereafter. When living elsewhere later in Oakland they went away for a while and left the key of their home with him and their son in his care. Later, in Alabama, that boy was put through college by some now unknown person, his father having died. A few years after that Professor Durant had the pleasure of hearing that boy say to him here in California that it was due to the care and start he had given him that he had received a liberal education. That was one of the durable satisfactions in Professor Durant's life.

During the first few months that Professor Durant was conducting Contra Costa Academy he kept in mind the choosing of a location on which the institution might build at the earliest possible date. It was his custom to walk around through the oak groves which abounded there and which gave to the place its fitting name in early days. One day he came upon the spot which seemed to him to be the ideal one: "On a road that was being constructed, connecting San Antonio (East Oakland or Brooklyn) with Oakland—opening out in that direction. Some of the classic trees were on it; one or two of the largest have been cut down. I thought something of these! Then it is on an elevation, hardly perceptible, but from which the water runs in all directions — the highest point in the city." This spot, he spoke of, as the spot which the University buildings then (1873) occupied in Oakland. Proceeding with the story he remarked: "Just at this time 'Jumpers,' as they are called, a certain order of squatters, assembled in pretty large numbers at the end of Broadway (near 14th)—two or three hundred of them. It seems that a plan had been arranged and they had been gathering in small numbers until there was a large number of them. They were discussing, haranguing, and working themselves up to the point of taking possession of all the unoccupied grounds in Oakland. Learning what they were about—that they were about to take possession of the various lands and divide them off by drawing lots, giving each one something—I went down into that

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sent this manuscript to Mr. J. C. Rowell, the Librarian, in 1896, he wrote of the early experiences of Dr. Durant as belonging to the Romance of Education and remarked: "I think the paper will be more and more interesting as the University of California becomes more and more identified with the interests of the State."

crowd, took off my hat, got their attention somehow, and proclaimed that negotiations were being had for the securing of four blocks for the purpose of building a college thereon. A motion was made that three cheers be given for the coming college. A committee was appointed to take charge of these four blocks, to keep them safe from interference from any quarter—to hold them sacred to the use for which they had been voted."[14]

Negotiations with all claimants were entered into and continued until at length, a few years later, clear title to the land, about eight acres in all, was secured. And it was on this ground, thus acquired, and in modest buildings erected by the Contra Costa Academy and College of California trustees between the years 1854 and 1859 that the University of California, enthroned now on the hills of Berkeley, facing the Golden Gate, was in the year 1869 opened for instruction.

The next step, in the course of procedure, after the experience with the crowd of "jumpers" in the summer or autumn of 1853, was to fence the grounds. Lots thereabout were being fenced in, manifestly by the "jumpers" and others. Professor Durant desired a fence more "respectable" than some. Accordingly he went over to San Francisco and through the Rev. T. Dwight Hunt, one of the Academy trustees and pastor of the First Congregational Church, came into touch with Mr. E. P. Flint, one of the young members, with the help of whom $1,100 in gold was secured, the estimated cost, and the desired "respectable" fence was put up and stood there in its respectability at the time when President Gilman was drawing this and other information very valuable today out of the University's first president.

The next step which the founders desired to take and did take soon was the entrance upon an effort to get out of their hired house into one of their own. In his brief and valuable, but unsatisfying "History of the College of California," which was written by Dr. S. H. Willey in 1887 is the statement: "Funds were raised by subscription; and, after a great deal of difficulty, a house was erected on one of these blocks, and the school was moved into its own home. There it had a better chance to live."

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[14] Gilman-Durant Interview. University Archives.

Before all that was accomplished, Professor Durant and his helpers traveled some hard roads, the experiences along which mayhap made them able to come successfully out of more difficult experineces in later years. A letter which Mr. Willey wrote to Mr. Walsworth on the 26th of September, 1853, throws some light on the early situation: "I have had no information from Mr. Durant till Saturday last; he called on me. He thought better to keep school one week more. Closed for a time last Saturday (Vacation). Fence in progress. Mr. D. is going out this week begging. At a sale of the "Cook Claim" Mr. D. bid off 10 acres at $30 an acre for the College—to be kept and paid for if we wish or else put in and sold over again at the next sale. The ten acres lie on the right hand side of the street, on the left of which lie the College blocks commencing at the city limits on the west and therefore lie at the S. W. of the college ground.

"If now we can extinguish all claim for the sum you named as offered by Caperton, it rather strikes me the purchase would be decidedly judicious. Would it not? With both titles (a perfect one then) would not the ten acres be worth $200 or $300 the acre, even now? Mr. Bell brought a Mr. Marshall from Oakland to see me the other day. He wants to do the house. I told them the generals, as we agreed, and Mr. Marshall set about figuring. Hadn't he better have the job if he figures inside $3,000? And that, you probably would be down next week, say Tuesday p. m. It requires that some one with a builder go into the drawing of plans to the utmost minutiae and then with that particularity of understanding made into a contract, let him go to work. For myself, I ought not to preach next Sunday but must and I can't undertake to go into any outside matter until I am stronger. If more than $3,000 is inevitable and must be had and can't be raised we must borrow a little more to make it up—if we must. But to make the contract and set the thing agoing will require your coming most surely. After that Mr. Bell can see the thing out."[15]

Those days when the foundations of our University were being laid in Oakland are interesting days. The little town evidently was attracting attention. In December, 1853, one of the editors of "The Pacific" wrote: "We have often looked out over the Bay with a spy-glass and admired the quiet village of Oakland, almost lost in the beautiful grove of evergreens from which it takes its name. On a sunny day last week we went over in the 'Kate Hayes' to obtain a nearer view of it. Stepping out on the wharf at the foot of Broadway and taking a stroll through the principal streets of the town we soon saw that not without reason had it been called 'The New Haven of the Pacific.' Everybody knows that New Haven with its graceful elms and elegant edifices is one of the most beautiful and attractive of cities. So, the ancient oaks, green and beautiful all the year round that shade the tasteful dwellings and ample streets of Oakland, give the place an air of maturity and cultivation, of classical quietness and repose, which it would not otherwise possess. One can hardly believe that so considerable a town is scarcely a twelvemonth old. To keep up the analogy wth the New Haven of the East, whose College, the venerable Yale, is one of the leading educational lights of the land, it is to be observed that Oakland has also a flourishing school just established in a pleasant and central part of the town and which under the auspices of its accomplished and experienced principal promises in due time, with suitable encouragement from the friends of sound learning and thorough education, to become in reference to California what Yale and Harvard are to the States east of the mountains. Already a beautiful tract of land embracing four entire blocks on the town plat and covered with evergreen oaks, has been secured for the institution and enclosed with a handsome and substantial fence. It only wants now some far-seeing Governor Yale or John Harvard or Stephen Girard or Peter Cooper to make it by an ample endowment at once a perpetual blessing to this State and an imperishable monument for himself. What nobler use can be made of a hundred or two thousand dollars than to lay thus early in this land a good foundation for the moral, intellectual, and professional culture of the generations that are to come after us? And what finer or more enduring satisfaction can those enjoy upon whom the responsibilities of wealth have fallen than is to be obtained by some such act of enlightened munificence? Certain it is that Oakland, with its beautiful situation and salubrious climate, its seclusion and yet proximity to the great business center of the State, affords the most eligible site that has yet been pointed out for the future University of the Pacific."

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[15] The Walsworth Correspondence. University Archives.

Another important letter concerning the College movement has come down the years. It bears date of March 4, 1854; was written by Mr. Willey to Mr. Walsworth evidently in reply to one from the latter to the former concerning suggestions made to Mr. Willey: "One insuperable objection to $25,000 at home, i. e., one after the smoke and steam of excitement consequent upon the rest of your proposition — constitutional moral inability! The thing is not in me; the 'knack' of 'doin' ' the thing was not nascitur in me. This is my 'insuperable'—a procession of other objections stretch their length behind it in the distance, but they need not be called up. But the sooner it is done the better, because Mr. Durant has terrible hard work with his $150 a month. Do come if you can next week and preach for me on Sunday following and let me browse."[16]

Nevertheless Mr. Willey must have surmounted the "constitutional moral inability," to some extent, inasmuch as the Gilman-Durant manuscript states that he raised $3,000 after a small sum had already been promised and that the board entered into contract for a $3,000 building.

Among the experiences in building, characteristic of that early period and owing in part to the meager funds at command, was an incident described by Professor Durant in the Gilman interview: "The house was building, and it had been roofed in and the outside nearly finished, some of the rooms well under way and one finished. The funds now gave out and the contractor, as I understood, was about making arrangements with some parties to let them have the money to finish the building, some six or seven hundred dollars, and to take a lien on it. They proposed to get the whole property for themselves in that way. This thing had been done, I knew, with regard to a pretty good house that had been built a little while before. The builder was not able to pay for it immediately and the contractors got somebody to advance the money to complete the house. They put into the house a man armed with a pistol to keep the proprietor away, and took possession of it themselves, and he lost the house. Knowing that fact, and not knowing but something of that kind might occur, I consulted a lawyer who told me what I might do. Said he: 'You go and take possession of that house. Be beforehand. You have had to do with the contractors; you really may be regarded as the proprietor of it.' I came over at night, took a man with me, put a table, chairs, etc., into one of the rooms upstairs and went to bed. Early in the morning the contractor came into the house and looked about. Presently he came to our door. Looking in, said he: 'What is here?' I was getting up. I told him I didn't mean any harm to him but that I was a little in a hurry to get into my new home, and thought I would make a beginning the night before. I asked him if he would not walk in and take a seat. I claimed to be the proprietor and in possession. He went off. My friend went away; and in a little while the contractor came back with two burly fellows. They came into the room and helped themselves to seats. I had no means of defense except an axe that was under the bed. The contractor said to one of the men, 'Well, what will you do?' Said he: 'If you ask my advice, I say, proceed summarily,' and he began to get up. I rose, too, then, about two feet taller than usual. I felt as if I was monarch of all I surveyed. I told him that if I understood him, he intended to move into the room. Said I: 'You will not only commit a trespass upon my property, but you will do violence upon my body. I don't intend to leave this room in a sound condition. If you undertake to do that, you will commit a crime, as well as a trespass!' That seemed to stagger them, and finally they left me in possession."

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[16] The Walsworth Correspondence. University Archives.

When President Gilman asked, "Did the men see the ax?" Dr. Durant replied, "I do not know." But the ax was no defence. He would not have used it. His weapon was something other and better; and so violence, abashed and cowering, went out of that room in Oakland that day in 1854, leaving it in possession of a man of sublime character, whom no experience, however hard, was to daunt; and whose unsurpassed devotion, along with that of his leading co-adjutors, was to be crowned finally by a great educational institution on the hills facing the Golden Gate. It was something within Professor Durant, a moral sublimity, which sent those burly men out of his room that day. Physically, he was weak compared with any one of them. In those days in 1875 when his work on earth had ended, and those who knew him intimately were recalling what he was and what he had done, it was observed: "His nature was a rare combination of gentleness, firmness, amiability, and strength." "There was a moral sublimity in his appearance." "You felt his power over you by his very presence. You could not resist it, because you did not wish to."

Completed in the summer of 1854 this fine building was occupied by the Academy in September of that year. Enlarged later it was one of the College of California buildings in which the University of California began its work fifteen years later.

Early in 1854 the founders began to call the institution "The College School," the aim being to begin to prepare for College such young men as could be guided thereto. On the 30th of June, "The Pacific" mentioned it editorially as follows: "The school at Oakland opposite our city is one of great promise and it is with much pleasure that we call attention to its merits and its claims upon public favor. It is anticipated that here, after some reasonable time, a University proper is to be established. To initiate a class of young men in the mysteries of study, to inspire them with a love of learning, and especially to train them in right habits and imbue them with a right spirit, and thus to put them in the way of a truly liberal education, is a chief object of this school. It provides also for those youths who find themselves obliged to limit their studies to the common branches. The pupils now in attendance are mostly of this class, and the proficiency which they have made thus far evinces the adaptation of the school to their case; and this is not the less because of the higher ends which it proposes. A few months, it is reasonably hoped, will add a sufficient number of candidates for the College course to enable the school to exercise and exhibit its capabilities in the way of classical instruction."

"The Pacific" had a considerable circulation then not only in San Francisco but in all the thriving mining towns and in the hamlets and homes springing up in all the surrounding valleys. Under the caption of "College School At Oakland," it carried in September, 1854, an enticing advertisement of the nascent institution. Following a pen-picture of Oakland, as the evergreen oaks and myriad flowers made it then, the place was pictured as beautiful also in its position: "Where is Oakland? There—that encinal or grove of evergreen oaks over the Bay, skirted with green meadows and blue waters—as you see—encompassed by those mountain-hills with their verdant sides and yellow summits, like walls of emerald-gold, by the side of that bay,—a fairer bay than elsewhere never kissed the feet of a 'lady of kingdoms'." Then becoming more specific, attention was directed to what was perhaps its choicest spot, the site of the College and of its new building: "In an enclosure lying on the border of the wood and looking out upon the plains and the mountains, sheltered by the trees from the severity of the heat at noon and the chilliness of the wind which usually follows, free from the dust and noise of the more frequented streets, it secures a wholesome liberty to the student rather than imposes a restraint—a charming retreat from the disturbance and temptation of the city at large, in the place of an irksome and hated confinement. The arrangements of the school-room are convenient and pleasant; and the studies cautiously adapted to the capacities and genius of the pupils; but neither ease, nor pleasure merely, are consulted at the expense of discipline and substantial improvement."

The original $12.50 per week charged for board and room and tuition was reduced by this time to $9.00, and the tuition alone from $10.00 to $8.00 per term.

From the day of its opening in June, 1853, the Academy grew and prospered, despite all difficulties, and by 1855, when the College was chartered, it had reached an established position.

CHAPTER XII.

INCORPORATION OF THE COLLEGE OF CALIFORNIA

The question of incorporation as a College had some consideration in 1854, but incorporation was not effected until the 13th of April, 1855. The Rev. Isaac H. Brayton, who had come to California in 1850, was in the East for a period of nearly two years from May, 1853, keeping in touch while there with religious and educational movements here and making friends therefor. In one of his letters in 1854 he stated it as a prevalent opinion among religious leaders in the East that steps ought to be taken to incorporate so that there might be a place here for that training in learning which would make possible the raising up in California of an educated ministry. With incorporation effected, Mr. Brayton's judgment was that aid could be procured in the East. Influences were operating here also constantly for the chartering of the institution at an early date.

In the application for a charter for the institution as the College of California, which was filed at Sacramento April 13, 1855, it was mentioned as "the Seminary of Learning now of two years' existence in the city of Oakland." This application was made by the following named well-known citizens of the State: John C. Hayes, John Caperton, Thomas P. Johnson, J. A. Freanor, H. S. Foote, Joseph C. Palmer, F. W. Page, Henry Haight, Robert Simson, A. W. Chittenden, Theodore Payne, J. A. Benton, Sherman Day, G. A. Swezy, Samuel B. Bell and John Bigler.

The following named persons were suggested as suitable persons for trustees and were so designated by the State Board of Education with which an amended legislative act had vested the granting of charters: Frederick Billings, Sherman Day, S. H. Willey, T. Dwight Hunt, Mark Brummagim, E. B. Walsworth, Edward McLean, Joseph A. Benton, Henry Durant, Francis W. Page, Robert Simson, A. H. Wilder and Samuel

B. Bell.[1]

In the chartering of the College of California a step had been taken which laid upon the men connected with the educational enterprise additional responsibilities and burdens. The Academy work must go on as usual, but there must be in addition to that the preparations for the opening of the College at the earliest possible date.

Foreseeing difficulties that must needs be met and overcome Professor Durant on the 15th of April, two days after the College had been chartered, sent a communication to the trustees in which he remarked: "The importance of such an institution as you contemplate cannot well be overestimated, and (what is not strange to a strict observer of the providence of God in human affairs) the difficulty of establishing it is as great as its importance. He is no philosopher, and he must be a very impractical Christian who does not know that every considerable good in this world is an attainment—every Canaan a conquest. . . . The difficulties with which the College has been obliged to contend, in its beginning argue a probability of its final success. The baptism of the Cross which it has received in its infancy, may be the seal in its forehead of its

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[1] There was published in "The Grizzly Bear" for March 1918 an article concerning one of these trustees which contained the following absurd statement: "While no one man can be justly said to have been the founder of the College of California, yet if any one man by his labor should be selected, that man would be Samuel Bookstaver Bell, D. D. It was Dr. Bell who offered the resolution to found an institution of learning in this State at the joint meeting of the Presbytery of San Francisco and the Congregational Association of California at Nevada City on May 11, 1853, and procured its location in Oakland."

In presenting the resolution Dr. Bell did merely what he was requested to do after the movement for an academy, initiated a few days before by others, had been carried to that juncture. Nor was the academy located in Oakland because of any special or decisive effort on his part. Before he had settled there it had been mentioned in the American Home Missionary Society correspondence as a suitable place for an academy—as is shown in Chapter XI; and his later judgment and effort merely operated in conjunction with the judgment and efforts of others in locating in Oakland the school which was proposed and projected in May 1853. The well established fact, known down through many years, is that Henry Durant and Samuel H. Willey were the foremost among the founders of the College of California. Each of these men did much more than any other to make Contra Costa Academy and the College of California a success. Others made fine contributions to that success—notably so, Martin Kellogg, after the college work proper was commenced in 1860; also Isaac Brayton who was connected both with the College and the College School. In the earlier years, while he was pastor of the First Presbyterian Church of Oakland, Dr. Bell stood in very close, symelection to the Crown. Its early difficulties at least place it in the category of all good and great enterprises, and commend it the more strongly to the sympathies, the prayers and the exertions of its friends and guardians."[2]

It is evident that Professor Durant was insistent that the newly chartered institution be so equipped speedily that it could begin soon to function actually as a College and meet the growing need. But disappointment and delay confronted him.

The first meeting of the Board of Trustees of the College of California was held in San Francisco on the 17th of October, 1855, at which time Mr. Frederick Billings was elected chairman of the board; and the Rev. S. H. Willey, secretary.[3]

The friends and promoters of the College enterprise did not, however, await this day of organization before beginning work for its furtherance. There is, however, nothing of record; and only a few scattered letters at the time and occasional mention here and there, later, afford information.

FIRST EFFORT FOR AID IN THE EAST

A few days after the College was incorporated, the Rev. S. H. Willey left San Francisco for a prolonged vacation in the East, arrangements having been that his place as pastor of

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pathetic relations with Professor Durant who became a member of his church although retaining his standing as a Congregational minister. The foundations of a close and enduring friendship were laid in those early years. There is, however, nothing to indicate that Dr. Bell rendered more service either in the founding or the upbuilding of the Academy and the College than several others who should be ranked next to Drs. Durant and Willey—notably so Drs. Walsworth and Benton in the earlier years and Dr. Kellogg and Dr. Benton at a later period. The article in "The Grizzly Bear," which made the absurd statement here quoted, was reprinted substantially in one of the biographical sketches in "California And Californians," which was published in 1926, with the title also of "History of California." Books prepared and published as this one of 1926 was are certain to contain in their biographical sections much that is unreliable—that will not stand historical criticism. There are several such publications in libraries in California. In the article concerning Dr. Bell, in "California And Californians," there is the further erroneous statement that a bill which he introduced into the Legislature in 1858 for the founding of a university was the first bill for that purpose. Part I of this book sets forth the movements and bills in their proper order.

[2] See "Statement in Regard to the College of California," a pamphlet printed in New York in 1855. Quoted on page 14 thereof. University Archives.

[3] Records of College of California. Comptroller's office, California Hall.

Howard Presbyterian Church should be filled during his absence by the Rev. E. S. Lacy, a recent arrival in California. When Mr. Willey was about to depart for the East in April, 1855, he had remarked in a conversation with Professor Durant and Mr. Edward McLean, also a member of the College board of trustees, that he could not give much time to the institution while in the East but would of course do all that he could do incidentally from time to time.

A letter written by Edward McLean, dated at San Francisco, August the 15th, 1855, along with some later communications not extant, apprised Mr. Willey of a situation here in California which led him to turn aside from certain cherished plans for the remaining weeks of his leave of absence. In his report to the board of trustees in January, 1856, he remarked: "Being deeply impressed with the great importance of carrying onward the Institution, and knowing well the impossibility of doing it at the present time without help from abroad, and being providentially there where help could, in my opinion, be obtained, I turned aside to do what I could in the matter."

The minutes of the Congregational Association for the session held in San Francisco in October, 1854, state that the Committee on Education recommended that the Rev. S. B. Bell, pastor of the New School Presbyterian Church of Oakland, be appointed financial secretary of the Oakland College School. Presumably such appointment was made by joint action of the Association and Presbytery at that time and apparently Mr. Bell continued in the work after the College was incorporated. Mr. McLean's letter states: "Mr. Bell closed his labors for the Institution nearly two months since, but in consequence of the depression of business and the hard times failed in raising funds to liquidate but a small part of the debt. Hence whatever is done for the College at present must be done in the East."[4]

This letter set forth reasons which, in the judgment of the writer, showed that "strenuous effort should be made without delay to place our Institution in a favorable position and endow it sufficiently to meet the growing demands of the country." Events, he remarked, which had transpired since Mr. Willey had gone East had impressed him forcibly of the need for early action to this end. These he presented so that Mr. Willey might make use of them to influence the persons to whom he might be presenting the College matter. Mention was made of the prosperity of the school under Professor Durant's direction, of its increase in numbers and quality, and of the need for more adequate equipment. "The University of the Pacific," the Methodist institution at Santa Clara, had grown greatly and had already a few students pursuing college studies. But inasmuch as more than three-fourths were using scholarships the institution was mentioned as being in a deplorable lack of funds despite the heroic efforts of Elder Isaac Owen who unable to do here what he felt must be done was intending to seek help soon in the East.

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[4] Book of Pioneer Letters. Pacific School of Religion.

Special attention was called by Mr. McLean in this letter to what the Catholics had done at Santa Clara and of the evident fact that they would spare no effort to make their institution the leading one in the State—having abundant funds at their command. Reference was made to a copy of the "Alta California" which was mailed to Mr. Willey a short time before in which it was stated, apparently editorially, that this Santa Clara College had at its recent commencement "fully sustained its reputation as the leading educational establishment in the State."

The elaborate report on the editorial page of the "Alta California" spoke of eighteen professors—"all eminently qualified for the positions which they occupy"; it told of a complete philosophical and chemical apparatus, of a museum of natural history, of a library of ten thousand volumes, of an ever-increasing attendance of students—sixteen the first year, thirty-two the second, sixty-six the third, and at that time one hundred and two, all parts of the State being represented. It was stated that it had been found necessary to enlarge the buildings each year, and that plans were perfected then for four new and spacious halls for study rooms, etc.

Some formal definite authorization from the unorganized board of trustees apparently reached Mr. Willey late in September in Western New York and he immediately prepared and published in pamphlet form what was called "A Statement in Regard to the College of California." This was dated "New

York, October 1st, 1855." This action was taken on the recommendation and with the endorsement of Dr. Theron Baldwin, the secretary of the Western College Society. The statement issued by Mr. Willey is admirable. It was "To the Friends and Patrons of Education" under the caption: "The College of California," and began with the words: "The time has fully come when it is necessary to begin the establishment of a college in California." The purpose to establish such an institution, it was observed then, was not new; it had been for several years a subject of considerable thought and correspondence and investigation, but not until recently had the way opened for its actual undertaking. Briefly was told the story of the founding of Contra Costa Academy in Oakland and its development into the College of California and the need that the new institution should be made at once such that it could function soon as an actual college. "The number of youth now in the State and the number who are going there every year, and the necessity of their being educated there if anywhere, since they are so far removed from institutions of learning in the older states, together with many other weighty considerations, go to show clearly that an institution of learning of the highest order ought at once to be commenced there. And to be commenced with any assurance of success it must receive the sympathy and patronage of the friends of education in the older states." This proposition, it was declared, needed no argument, inasmuch as the history of all the leading colleges throughout the land made it evident. Institutions of learning and religion could be built up in California by no other means than such as had been successful in their rearing successively in every new State. "There must be a beginning such as the circumstances will permit; it must be made amid difficulties and uncertainty; every energy and resource must be brought to bear on the ground, and then these efforts must be aided by the older parts of the country." Except upon this last condition, it was declared, very few if any of the colleges in the newer States, the pride and hope of the land, could have been built up; and assuredly without similar aid there would not be any encouragement to make any effort to build one in California.

In the course of the statement good use was made of the information which had been forwarded concerning the Catholic school at Santa Clara. "Not many Protestant children are yet there, but if there is no other place to go they will go there." Concerning this institution which had been founded in 1851 by members of the Jesuit "Society of Jesus," it was remarked: "Money without stint comes at their bidding; they are anxious and ready to educate the youth of the State and endeavor to make their institution popular."

In order that it might be evident that the needed help could not be secured in California there were statements concerning the people, their occupations and conditions, which make an interesting picture of life in that pioneer period: "The largest class are engaged in mining; they reach the scene of their labor at great expense; they consent to a separation from home and all its comforts, and endure a life of privation and severe trial that cannot readily be imagined by those who have not experienced it. And very few indeed of those who are thus employed intend to remain in California. It is manifest enough, therefore, that they will not feel that deep personal interest in the country that will lead them to endow its institutions. They do give a great deal; they build churches, they support the ministry, they tax themselves to maintain common schools; they do not lack generosity, but it would be idle to expect that men situated as they are would devote the persevering thought and labor and bestow the amount of money necessary to found and carry forward institutions of learning."

"Next in number to those engaged in mining should be mentioned those employed in agriculture. And they are still less favorably situated for undertaking these enterprises. They are but recently beginning to get titles to land; the outlay of all their means is required to erect buildings and fences and in procuring other things necessary for their business; moreover, the market on which they have to depend is fluctuating and uncertain as yet; therefore, what they give of money, they give from their poverty. It will not always be so. The fertility of the soil and the salubrity of the climate show clearly that it will not long be so; but it is so at present and must continue to be so for a considerable time.

"The third class of our population consists of those devoted to commerce. And certainly the occurrences of the past year have been of a kind to show that they cannot be very sure of safety to themselves, much less can they be relied on to adopt and stand by institutions such as we are speaking of. They are accustomed to give to objects of the kind when they have the means to give, but at present they have no capital to spare from their business; every available resource must be kept within reach against the sudden emergencies that so often overtake them. In a word, there is not a sufficient amount of capital that can be diverted from the various branches of business at present to found an institution of this kind.

"And still further, those who have it in their hearts to do what they may toward these objects are scattered in all the numerous and far-separated cities and towns of that great State. Those in each place are taxed to the extent of their ability, generally, for the establishment of their local institutions. They cannot yet be induced to concentrate their attention and their gifts upon one common institution. They are ready to do it as soon as they have furnished themselves at home with privileges absolutely essential, but they cannot do it before. Nor are there as yet any men of business, with fortunes made, ready to retire and devise ways of expending them. The inhabitants of the State are young and in the working period of life as yet, and it is impossible for them to bestow large sums upon objects of benevolence."[5]

The week this statement to the friends and patrons of learning was issued in New York, Professor Durant wrote a letter to the Rev. E. B. Walsworth of Marysville, a member of the board of trustees, who evidently was about to visit the East, which letter he hoped would be of aid in the effort which Mr. Walsworth was expecting to supplement while there. The history of the effort to establish the College of California cannot be written without the publication of that letter in full, so that it be contrasted with statements in the pamphlet framed and circulated by Mr. Willey.

"You have been well aware of the discouragements with which we have been obliged to contend in the prosecution of our College enterprise. I do not write you now to renew the sad remembrance of any sufferings of yours in its behalf, but rather to provoke your courage to new endurance, if need be, —the more especially to assist you in some sort to procure the sympathy and support of others in the Atlantic states. In the minds of some of the gentlemen constituting the board of trustees the question seems to have arisen whether we ought to persevere, under present circumstances, in our undertaking, or to postpone it to some more convenient season. Some of these gentlemen are perplexed. Some seem to have grown weary by waiting (they have done nothing else to fatigue them) others dizzied and sea-sickened by the changeful prospect and various motion are promising themselves to quit the ship by the first fair chance. I solemnly believe that they would have her scuttled if they were not on board themselves, thereby to be rid of her and of the crew who are keeping her afloat. But there are others who steadying themselves by looking straight forward and wasting none of their visual force on sideway views, have descried brighter prospects in the distance and are holding on and pressing forward with hope and confidence.

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[5] "College of California." Statement 1855. University Archives.

"The reasons why we should mature the organization of the College and bring it in all its proper parts into complete operation are growing more and more imperious every day. If other years have developed the resources of California, the year last past has disclosed its wants—and has shown that of these the intellectual and the spiritual are the chief. Unless there should be a great change here for the better, soon, society can hardly subsist. I do not exaggerate; at least I do not over-state my own convictions. There is hardly one tie of brotherhood among us. The longer we live together, and the more we realize the necessity of union, the more striking is the fact becoming that we lack a common principle to hold us together. Individuality is carried to an extreme in California. Our fast living, may almost all of it, be referred to intense selfishness. 'I had as lief not be as be in all such a thing as I Myself' is a sentiment that a proper Californian could no more comprehend than he could the idea of value without gold. Indeed, sentimentality and idealism seem lost from the mass of the people. They are sensualists and materialists, or nearer that than anything else—the very condition on account of which the Spirit of God forsook the antediluvian world. There is not sufficient society, not that mutual interest, respect for the right and the common weal, which society implies. This fact is sadly illustrated in almost all the daily history of our very best communities.

It is time we were preparing 'the ark', nay entering it, and gathering in the souls that are yet to be saved. The youth and children of California afford promise. They can be reached. The number is not yet so great that it cannot be embraced. In the schools, not less perhaps, I should say, than in the churches, we have a pledge of our preservation. These together are to be the alma maters of the future thought and sentiment and soul of California. The common schools are already numerous and are doing well. The teachers, for the most part, appear to be excellent. But these schools are to be fed from higher fountains. Like the pool at Jerusalem, near the sheep market, their virtues are not inherent, but are borrowed from above. The common school system would lose its efficiency without the college. Besides, the community must be moved and tried and wrought on by a more searching philosophy, a larger science and a higher intellectual and spiritual culture than the common schools can furnish. The one is the quicksilver in the current, collecting the gold dust; the other, the laboratory and the mint assaying it and preparing it for its highest and finest uses."

"I need not indicate to you the vital necessity of Liberal Learning, and of those institutions which provide for it. I will only say that they are wanted nowhere more than here, and that they are wanted here now, and in all their power.

"Nor is the undertaking to be despaired of. Far from it; already we begin to be prospered beyond our most sanguine hopes some months since. The house which has been provided is now filled with pupils, most of whom are young men, and the day school has considerably increased. We need very much some additions. I have determined to attempt some at my own expense; but without foreign funds we can do but little more."

Professor Durant was a man of high ideals; it was remarked concerning him after his death in 1875 that he could not act selfishly. The people of California could at that time have given the institution for which he was toiling and sacrificing all necessary aid if they had had the vision and the devotion which he had and manifested. He failed for a short time in those days of discouragement in 1855 to realize that what he so highly estimated and so greatly desired would necessarily have to be a thing of growth, and in this letter gave plain expression of his feelings. For the time being he considered the conditions not as they were but as they should have been; or rather, both as they were and as they should have been, and was disheartened.

All his life Professor Durant looked forward to a time when there would be more of brotherhood upon the earth. His last talk, at a club meeting a few days before his death in 1875, was on "The Good Time Coming." The Commencement address which was given by him in 1865 he ended with these words:

"As planets prove Thy wise control,
As if in love together bound,
And the successive seasons roll
In harmony and beauty round,

"Empires in all their changes show
The law of thine unerring will;
They rise and fall, decline and grow,
A perfect order to fulfill.

"Yes, order here shall rise at last,
And wars and party strifes be done;
A few more revolutions past,
And all mankind shall be as one.

And higher this than nature's plan—
Perfection of our social good,
Enthronement of the rights of man,
A Universal Brotherhood."

This effort for funds in the East was of brief duration and secured only $1,250. "After continuing this work a little over a week," Mr. Willey stated in his report later to the board of trustees: "I was taken sick. The intense excitement necessarily attendant upon going from counting-house to counting-house, ready to present a matter of this kind to men whose time is more than money, and to do it with that directness, earnestness and force of reason required to carry the point and get the money was too much for me. A slight cold taken under these circumstances set me aside from the work at once and confined me for more than ten days to my room. After recovering I had almost no time left to make further application to gentlemen upon whom I wished to call nor did I dare enlist my energies again in the work as before."

Among the men from whom funds were solicited was Mr. C. R. Robert, who five years later founded and handsomely endowed Robert College, that far-famed institution at Constantinople. But the needs of this new land here by the Golden Gate did not appeal to Mr. Robert as did a little later the needs about the Golden Horn, and he made only a small donation. From William E. Dodge and Anson G. Phelps, men whose names have come down the years stamped with generosity, came only small gifts. When Commodore Vanderbilt was called on he was found in bad humor because of untoward experiences in his Nicaragua steamship line, and he had curses instead of good wishes and gifts for California. In the report to the trustees it was stated: "I believe many gave what they did, intending to watch the progress of the Institution and give more hereafter. I know this to be the fact with regard to the intention of some who did not give at all."

From the Western College Society came $500 of the $1,250. Individuals making gifts other than these already named were: Aristarchus Champion, William M. Aspinwall and William T. Coleman.

In view of the results both in California and in the East in 1855 to secure money the founders of the College of California were compelled to lay aside cherished plans for a while, but the work in the College School, the name adopted by this time for the Academy, went on encouragingly and all who could be persuaded to pursue the studies which would prepare them for College entrance were assured that the College would be ready for them as soon as they were ready for it.

The interests of the College School and the College were kept by its devoted friends before the people continually. The following resolution adopted by unanimous vote at the meeting of the Congregational Association in April, 1855, is one of the many, similar, adopted at nearly every meeting of the Association and at meetings of the Presbytery also: "Resolved, That we cherish with constant and unabated interest our regard for the Institution at Oakland and for its worthy principal, the Rev. Henry Durant, and that we commend it to our churches and congregations for their patronage, support and encouragement in all practical ways, because we believe that such an institution is needed among us and calculated to promote the cause of education in general, in a way which nothing else can, as well as to raise up a class of young men of superior education and influence for the church and the world." An additional resolution was adopted at that time which earnestly recommended to the churches the taking of contributions for the College. The following year a resolution stated: "We look with continued favor and with the deepest interest upon the movement in this State to found an institution of learning adapted to our rapidly increasing educational wants."

In an historical sketch of the Congregational Association written by the Rev. Dr. J. H. Warren in 1867, is the statement: "Since May 1852 there have been eighteen sessions or meetings of Congregational ministers and churches in Association. Seventeen times the subject of Education appears on the docket. Exclusive of common schools, female seminaries, and theological seminaries, there are two reports on the Contra Costa Academy, five on the Oakland College School, and ten on the College of California."

In the year 1856, not long after he had entered on his pastorate in the First Congregational Church of San Francisco, the Rev. E. S. Lacy gave a sermon on the subject, "The Schools Demanded by the Present Age." Stating what the College of California had accomplished and hoped to accomplish, with the desire to inspire his hearers to cooperate for its upbuilding, Mr. Lacy declared: "To found and establish a permanent institution of learning—there is not much that is grander, not much that is nobler! This is expected to stand as long as the springy foot of youth shall tread the ground. It shall educate those who will be princes in the realm of mind, the master-spirits of their age, as long as generations come and go. . . . Degeneracy quickly marks that State which does not early found institutions for the highest culture of their children, as well as for the lowest. . . . Our State must not be behind the age in this noblest product of any soil—men. We give the nations gold and precious stone; we have diamonds from our lap, but more than all these is a cultivated, God-like man, his mind fraught with truth and goodness, rounded into symmetry and balanced by a large insight of things; his lips speaking oracles of wisdom—this is the pride of any people! Such character does not come by chance, nor is it the fortuitous product of the times. It is the elaborate and costliest result, wrought out for itself by a mind aided in its diligence by the highest advantages which the schools can offer."

No effort was spared at any time in that early period to open up the way to the funds so much needed by the cherished institution. Early in 1856 a committee was appointed to ascertain whether in any manner through the Legislature the requisite funds to establish the institution could be procured. The Rev. J. A. Benton, the chairman of that committee, reported on the 11th of June that it had been ascertained that there were no funds at the disposal of the State for the encouragement of such institutions and that there was no disposition on the part of the Legislature to take any action that might result in securing any. Probably the thought had been entertained that the Seminary of Learning land grant might be secured.

CHAPTER XIII.

HORACE BUSHNELL'S SEARCH FOR AN IDEAL COLLEGE SITE

The men who founded the College of California foresaw such a growth of Oakland as would in a few years render its property there undesirable for a permanent site. Accordingly on the 11th of June, 1856, a committee consisting of Messrs. Robert Simson, Edward McLean and Henry Durant was constituted to gather information which would be helpful to the trustees later in the selection of a more suitable site. At the next meeting of the board Mr. Sherman Day was added to the committee. Apparently nothing of moment was done by the committee, inasmuch as no report (none of record) was ever made to the board, and a few weeks later the Rev. Dr. Horace Bushnell entered upon the memorable service which has given him a permanent conspicuous place in this pioneer movement. Included in this service by Dr. Bushnell was a romantic search for an ideal site which he prosecuted for several months and which aided materially in the selection the following year of one hundred and forty acres of the one hundred and sixty which constitute now the finest part of the site of the University of California—a site held by persons well qualified to judge as the finest university site on the continent.

Dr. Bushnell did not select the permanent site of the College of California and thus the site of the University of California; nor did Professor Durant select it. The frequent mistake, made in recent years, attributing the selection to Dr. Bushnell is due to confusing the site first recommended by him with the site finally selected. This mistake, made by Dr. Bushnell's wife and daughter in the "Life and Letters of Horace Bushnell," published in 1880, was repeated and perpetuated in the biography of Dr. Bushnell which was written by Dr. Theodore Munger in the year 1900.

The Berkeley site had been visited by some of the trustees of the College of California before Dr. Bushnell began his search and had been regarded by them as unsuitable because it did not seem evident that sufficient flowing water could be developed there. In those days no one regarded a site without flowing water or easy facilities for its development as suitable for a college and a college town. The trustees of the College of California took Dr. Bushnell out from Oakland to view the Berkeley site. Agreeing with them that it was not suitable, he made no mention of it in his elaborate report a few months later.[1]

Although Dr. Bushnell did not select the College site, nevertheless the study which he gave to the question of a college location in the abstract, as set forth in his report, along with the advantages and disadvantages of the several proposed sites which his thorough work made possible, helped considerably to the admirable selection which was made ultimately. His work contributed to the clarifying of the minds of the trustees and to the unity of action which brought the result so satisfactory down through the years.

Bushnell's Fitness For The Search

When Dr. Bushnell came to California in March, 1856, for the recruiting of his health, he had been pastor of North Congregational Church of Hartford, Connecticut, for nearly a quarter of a century and was eminent throughout the East as a theologian and preacher. After he had been here a few months the College of California invited him to become its president. The call was neither accepted nor declined. Decision was held in abeyance—Dr. Bushnell hoping that a sojourn here of a few months would so restore him to health as to make possible his return to his church at Hartford. If that should prove impossible he regarded the educational opportunity in this new and promising State as one to which he would joyfully devote himself. He accordingly proposed to the board of trustees, inasmuch as he was desirous of considerable out-door life, that without remuneration he aid them in a search for the most desirable permanent site for the College. His proposal was accepted, and on the 14th of July 1856 he entered upon what is probably the most thorough and remarkable search ever made anywhere for a college site. Localities in all directions from San Francisco for a distance of fifty miles were visited and studied—consideration being given to everything which he and others thought should enter into the decision. Dr. Bushnell was well suited for such an exploration. Writing in 1880 concerning him, Mary Bushnell Cheney, one of his daughters, stated:

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[1] University Chronicle, February 1901, p. 56. Letter from Dr. S. H. Willey to President Wheeler concerning the selection of the site of the University. This letter and an address which was given by Dr. Willey at the time of the marking of "Founders' Rock" in 1896 give the only accurate reliable information concerning the selection of Berkeley as the College site. That address is in the "Willey Scrapbook" in the University archives, which book was placed there in 1928 by Mrs. Maria Willey Gray and Mrs. Anna B. Pray, the daughters of Dr. Willey—at the solicitation of the Archivist.

"He saw twice as much as most do out-of-doors, took a mental survey of all land surfaces, and kept in his head a complete map of the physical geography of every place with which he was acquainted. He knew the leaf and bark of every tree and shrub that grows in New England; estimated the water power of every stream he crossed; knew where all the springs were, and how they could be made available; engineered roads and railroads; laid out, in imagination, parks, cemeteries and private places; noted the laying of every bit of stone wall, and the gait of every horse. Buildings, machinery, the natural formation or geology—nothing escaped him. And the charm of it was, that whether he was planning some improvement or observing some natural beauty, it was all done easily, while he cut a cane from a roadside thicket, or brushed the flies from his horse."

The Right Reverend Thomas M. Clark, Bishop of Rhode Island, wrote concerning him soon after his death in 1876:

"He could plan a house or lay out a park, or drain a city better than many of our experts. He was as much at home in talking with the rough guides of the Adirondacks as he was in discussing metaphysics with theologians in council. If he had gone into civil life he would have taught our public men some lessons in political economy which they greatly need to know. If he had been a medical man, he would have struck at the root of disease, and discovered remedies as yet unknown."

CALIFORNIA CAPTIVATED BUSHNELL

California laid strong hold of Dr. Bushnell. Concerning the scenery he wrote that culture improved nothing here; that California was finished as a world of beauty long before civilization began; that the magnificent valleys opened out wide and clean and that the scattered oaks stood in majesty here and there and took away nakedness. Concerning a ride one day on a return trip from the Big Trees on a winding road among the trees, descending 2400 feet in fifteen miles, he wrote: "I call it woods, and yet it was not what we mean by woods. There was no undergrowth, scarcely anywhere a rock. The road natural, yet smooth and graceful in its curves about and about the winding surfaces; the sun streaming in, there among native oaks, and here among conical evergreens towering as giants by the way, and casting all their shadows distinctly on the green surfaces, dotted with the most delicate and beautiful flowers such as no cultivated garden ever produced—it really seemed as if it were some grandest park of the world, and I was tempted to call it the Park of the Lord Almighty."

At another time he wrote: "The sail up the San Pablo and Suisun bays and the straits that connect them, in the decline of the afternoon and towards sunset, with the light streaming down the sides of the green mountains, was magically beautiful."

In an article which he wrote for the "New Englander" soon after his return to Connecticut he observed: "Nature has set her seal on San Francisco, appointing it to be the great commercial center of that coast and ocean. Here rests the future axis of motion. Indeed, it is hardly extravagant to imagine that in some distant age, when the enterprise and the resources of that ocean, with its island and coasts, are fully developed, the Atlantic commerce will be a thing by the way—an affair of the outskirts."

"The Golden Gate," he remarked, "Cleaving down the mountains," stretching far north and south, "to let the commerce of the world pass in, has a look of destiny in it strong enough to be sublime."

It is not suprising therefore that he should have written to relatives in the East while here: "If I can get a university on its feet or only the nest egg laid before I return home I shall not have come to this new world in vain. I should like to be known as having started into life on these new and distant shores a university that will hereafter be looked upon as a great source of light and Christian power; nor any the less, to have done it, when seeking my health, as a substitute for idleness."[2]

Nearly all of Dr. Bushnell's time for four months was given to his work of exploration and investigation before he made his first formal report to the board of trustees. In the totality the time given was nearly six months. During those months he examined various views and prospects, explored water courses, determining their levels and guaging their quantities of water, searched for stone quarries and gravel and sand beds, tested climates, considered the railroad possibilities and probabilities, ascertained probable prices of land and enquired concerning titles.

This search was not made by Dr. Bushnell alone. It was largely by him, but at times he had with him members of the committee on location and other members of the board of trustees.

A letter which he wrote to his wife at Hartford, Connecticut, dated at Mission San Jose, September 3, 1856, gives insight into the work which these pioneers in education in California were doing in the days of their devotion to that great cause: "I went out yesterday morning to my college paradise to go through a series of levels and measures of distance, to find whether the water will run to the ground and how far it must be brought. I drove a pair of mules ten miles and walked twelve miles, working at the engineer's tools all the while and keeping on my feet all day from morning to night except what time I was in the wagon. . . . This morning I was obliged to go over again on horse-back and have just now returned. I was obliged to press the matter so hard because Mr. McLean, an engineer, one of the trustees, had come up from San Francisco to make the examination and could get on only by the help of another. I hurried and pressed yesterday afternoon to get on, but we could not finish. You would have laughed to see me running with the rod from one station to another—sometimes half a mile."[3]

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[2] "Life and Letters of Horace Bushnell," By Mary Bushnell Cheney (1880).

Dr. Bushnell's place of abode while in California was at a ranch house near Mission San Jose. It was there that he finished his epochal book, "Nature and the Supernatural."

It was on the 13th of November that Dr. Bushnell made his first report to the board of trustees. In that report he stated why so much time and effort had been given by him to the work which he had undertaken: "The site of a university, I have not been able to forget, is to be chosen but once. Once planted, it can never be removed; and if any mistake is made, that mistake rests on the institution as a burden to the end of time."[4]

Dr. Bushnell reported at first on five proposed sites. These were at Clinton in East Oakland, in the Sunol valley, at Mission San Jose, and near Petaluma and Sonoma. The valleys of the Sacramento and San Joaquin were excluded from consideration because of their climates. A site at Martinez had brief consideration but was not reported upon finally because the committee had come early to the conclusion that the necessary water could not be had there inexpensively. The country south of San Jose was held to be too much one side of the weight of population and public influence and accordingly undesirable. In the neighborhood of San Jose and Santa Clara there were two colleges already, the Methodist and Catholic institutions, and this fact excluded those and other places in the Santa Clara valley. West of the bay and south of San Francisco the climate was held to be objectionable and the region itself undesirable. The thought was that the country around Santa Rosa and Napa was too much withdrawn and no such investigation was made as to those localities, though it was stated that the attention of the committee had been drawn to Napa.

By this process of exclusion Dr. Bushnell stated that the site the committee was looking for must be sought on the eastern and northern circuit of the bay of San Francisco, between the Mission San Jose and Petaluma, and that within this range the explorations had been made.

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[3] "Life and Letters of Horace Bushnell."

[4] College of California Record Book. California Hall, U. of C.

THE ADVANTAGES OF A SITE NEAR A CITY

Dr. Bushnell considered in an able manner the advantages and disadvantages both of a site near a city and a site in the country some distance from a city. When he had under consideration the proposed site at Clinton, on the hillsides of East Oakland, he stated:

"The disadvantages are that it is quite too convenient for the young men to escape to the city by night, and partake in its dissipations; that it will be more difficult for a time to clothe the institution and the spot with literary associations, for when it is visible from the city, and the citizens looking out from their world of commerce and trade, are saying, 'There is our University,' they will call it, as it were, a mere purlieu of the city. A town of rational retired and sober people will also be less likely to be gathered around the place. The atmosphere of the place will be less quiet, more diffusive and common. Study will be study in the world, and not apart from it; and the young men will sometimes get their ship launched before the keel is laid."

Dr. Bushnell confessed then to a liking for something more apart—more literary, remarking in that connection: "There is really no great institution in the country which has not made its town, and given the literary flavor to its name by a history that is its own. If Harvard be cited as an exception, it is sufficient to say that Harvard is older than Boston, and began to be quite independently of that city."

Turning then to the consideration of the other side he stated that he found, however, advantages of great weight, and which seemed to him at times to preponderate. He set forth the advantages, then, somewhat as follows: "The conveniences of living close by great markets are not to be despised, for the institution beginning in a solitary spot where everything is to be created will have a dull and dry time of it for many years unless the location is so propitious as to enlist a colony at the outset. It will be a provincial affair, and for a time will drag heavily. It will be easier at the outset and always, to get the necessary endowment when it is near some center of capital. There will soon begin to be a rational and worthy pride in it and rich men will be remembering it in their wills."

It was declared further that in such a location the education given, the tastes formed, and the manners of the young would be "more metropolitan, less tame and provincial." In setting forth the advantages of a site near San Francisco, Dr. Bushnell continued: "There is a certain vulgarity, too, in provincial vices, which makes them more brutalizing. The great enemy of order, and the thing most of all to be dreaded in all institutions, is a certain clannishness or esprit de corps in evil, that arrays the student against all government. This tendency will be greatly weakened or integrated, when there are other links of association and other contacts from without." But in an institution planted in the heart of a great city, or near to it, this particular mischief, which he held to be one of the worst, he declared would scarcely appear.

An Interesting Observation Concerning San Francisco

This report contains a very interesting observation concerning San Francisco—taking into consideration the time when it was written: It was only a few months after the vigilante uprising of 1856, following the murder of James King of William. At that time in May Dr. Bushnell had written to his family in the East: "Yesterday was a strange day for Sunday! A sermon in the morning that encourages the Vigilance Committee to take the law into their own hands; arriving at the hotel, a vast multitude of people, seen from the four-story piazza—thronging round the prison far up the side of the hill; shortly a rush of moving current pouring across our street down to the Vigilance Committee rooms, showing that Casey and Cora are in the hands of the people. Today they are to have their trial, I understand, before a jury not of the law, and will undoubtedly be hung."

In July Bushnell had written from Mission San Jose: "I need hardly tell you, what you will see in papers, that California is in a truly wretched state. It is really depressing to me in this quiet nook of retirement, and a mere looker-on. I can hardly be a looker-on when such dangers are pending. It would be no surprise to me to hear almost any day that fire and murder were loose in San Francisco—rank as in the days of Robespierre. The arrest of Judge Terry, and the question of life and death, known to be pending, makes the revolution more dreadfully critical than it has been at any time before. The Vigilance Committee are the best men here; I believe they really mean to do good, and also that, in plucking down the shoulder-strikers and rescuing the ballot-box from their usurpation, they have done a really great work; but they ruin their cause when they come to state it."

It was only a few months after these turbulent times in San Francisco that Dr. Bushnell, summing up the advantages of a site near the City for the College of California, remarked: "Besides in California there are particular advantages on this side; with all the vices of San Francisco, there is yet more of sound morality, and more of a genuine moral impression here, than there is in any other community of the State—unless, perhaps, we except Sacramento. The country towns are less religious, make less of Sundays, and religious observances, and are steeped in a coarser, baser depravity. The relation of country and city in the Eastern States is here in fact reversed."

The final advantage of a site near San Francisco, set forth by Dr. Bushnell in his report, related to library facilities. Concerning this he wrote: "It is also a consideration that the proper location of a great Western Library should be near San Francisco, in order to serve its genuine purposes of reference and consultation. No question that requires books can now be discussed on this western shore. The funds to create such a library, too, will be most likely to be obtained where the principal want centers."

California as it was in the first decade of the last half of the 19th century stands out in considerable of its picturesqueness and interest in the reports and letters of Dr. Bushnell. To read these reports and letters is to read not a little of the history of that early period.

THE SITE NEAR PETALUMA

Among the sites which laid strong hold of Dr. Bushnell was the one near Petaluma, A large and stately adobe building stood on this site, and the Petaluma Landing, two miles below the town of Petaluma, was directly abreast this structure. Its position was described as "one of remarkable repose and dignity"—visible for eight or ten miles on the trip up from San Francisco to Petaluma, it stood out "like a stately palace."

The building, two stories high, was in the form of a quadrangle, 160 feet in length on each side, with a two-story, twelve-feet-in-width piazza all around the three completed quadrangles, both outside and inside. Begun several years before by General Vallejo, before the days of his waning fortune, this building stood there solitary—waiting to be a ruin, though in good state of preservation, except at one angle.

With all the skill and enthusiasm of a builder, Dr. Bushnell showed how, with no great outlay, this building could be made to answer the purpose of the College for two or three years or even longer. Finished and divided it would make seventy rooms, each fifteen feet square, and with the unfinished quadrangle completed it would provide, in addition to class rooms, accommodations for room and board for one hundred students or more. "Other buildings added on the same level, and others filed on the knolls or promontories a short distance back, would make a very impressive figure." It was stated that this fine old building and 1200 acres of land could be secured probably for $20,000, although General Vallejo's first thought was of $50,000 for the building and one hundred acres. All in all such was the description of the Petaluma site with respect to location and surroundings near and far, climate, etc., that members of the board of trustees must have had vision of the future buildings of the College of California standing on the designated bench of land on the Vallejo ranch a short distance from the town.

The Clinton Site At Oakland

The last of the five prospective sites reported upon by Dr. Bushnell in his first written report to the trustees of the College of California, presented on the 13th of November, 1856, was the one at Clinton, in East Oakland. It was in this connection, at the very conclusion of the report that he marshalled in his characteristic masterly way the advantages of a site near a great city—as hereinbefore set forth. The description of the Clinton site was not as elaborate nor as ornate as that of some of the other sites. It did not need to be, for the entire board of trustees had much more knowledge of it than of any other. In the description that was given Dr. Bushnell stated: "Directly east of the plain at Clinton are two promontories setting out upon it from the hills. They are just high enough to raise the floor of the college edifices above all the buildings and trees on the plain. These prominences unite some 2000 feet back, where the valley between them vanishes." He showed how on these prominences could be set, so as to appear advantageously, two rows of buildings, and the valley headed by another, presenting thus a hollow square which could be so beautified as to add greatly to the general appearance.

"The view from the front across the green of Oakland and Alameda, composing a foreground, on the bay, the city, the islands, the mountains of Sausalito, and the Mission Dolores, and out of the Golden Gate," it was remarked, "bears a comparison with the Bay of Naples."

The view of the buildings from San Francisco, it was declared, would be as impressive as could be—"Just presenting themselves bodily for the foundation, without any such appearance of height as to break their repose and dignity."

Writing to his New England relatives early in November, Dr. Bushnell had remarked concerning the Clinton site, "It is really magnificent." He drew in that letter an outline map, spoke of the beautiful green foreground, the shipping in the bay, the islands and adjacent mountains, the Golden Gate and the open sea to be seen straight through it.

The Sunol Valley Site

The site at Sunol appealed profoundly to Dr. Bushnell. Such were his spoken and printed observations concerning it and the surrounding country that the locality was spoken of frequently at later times as "Bushnell's Paradise." Everything that was needed was found there except water, and the cost of bringing that in was staggering. Only eleven thousand dollars would be required, but that was a big amount in those days. Concerning the valley and the site Dr. Bushnell wrote descriptively: "This valley is small in extent but exceedingly picturesque in its scenery. The Alameda creek runs through it from south to north, then turns westerly and cuts the Contra Costa chain down to its base, forcing a passage through. The scenery of the chasm or gorge is truly grand. The plain of the valley which is flat on the east side and somewhat concave on the west is about one mile across, in any direction, and the upper rim of the valley 6 or 8 miles in diameter. The proposed site of the College is on ground somewhat raised in the northwestern angle. Back of it and across the river gorge, is a mountain peak 2000 feet high. On the east is a low range of hills, overlooked three miles off by the high chasm that separates the valley from the Amador. On the west, on the side of the Stockton pass, the hills rise to five and six hundred feet in height, presenting a rich pasture ground streaked with gorges which are filled with a green growth of oaks and bay woods. On the south, fronting the College site, rise toward the right, the Mission peak, 2400 feet high; and towards the left, a number of sharp summits, fantastically grouped, which are still higher, and between them opens a deep gorge out of which runs the creek, descending from a point some 40 miles distant."

Bushnell declared that some of the views there were unsurpassed anywhere in California, and he had seen both near and far when he wrote that.

In 1856 the Sunol valley was the center of Sunole's ranch of 13,000 acres and was unoccupied and silent. Planted there Dr. Bushnell stated that the College would make its own community and create its own literary associations, and if the whole ranch were bought it could be sold in part later under conditions that would preclude many of the temptations which beset young men. Combining, as it could be made to do, the best religious and educational advantages, the advantages of the most refined intellectual society, his thought was that many persons doing business in San Francisco would fix their residence there, and that others would be drawn thither with a more direct purpose to have their children at home during the process of education. Accordingly with the College located there he looked for the upbuilding soon of a thriving town and a prosperous surrounding rural community.

Choice fell upon the Clinton site. But immediately difficulties arose. More than the ground of the regular quadrated city, laid out some years before, and which had come to nothing, was necessary. Adjacent tracts of land were needed for the development of the required flow of water. Owners of these tracts were asking exorbitant prices; the Sonoma site could not be secured at all, even if desired; the Sunol site was not considered further at that time because of an unexpected difficulty of expense in bringing in the water. All in all, Dr. Bushnell was considerably perplexed, and he set out on further explorations.

THE SAN PABLO SITE

The result in a short time was a supplementary report on what was called the San Pablo site, made on the 23d of December, 1856. Not long before he reported upon the San Pablo site, Dr. Bushnell wrote East concerning it and narrated some of his experiences on the occasion of his first visit to that locality: "I arrived just at dusk and found no place open but a little dirty shell of a place, where hostlers, drivers, and a drove of rough fellows who came up to rent the lands, were the guests. We ate our supper by three tables-full of fifteen at a time. And such a supper! The host kindly volunteered to get me a place to sleep, and succeeded in begging me into Mr. ———'s bed with him at Senor C———'s. Here, between dirt and cold and fleas, and a very good-natured bed-fellow, I spent the night. Going over to breakfast at the dirty hole aforesaid, I was obliged to tell them that I had not washed. They gave me the nastiest tin dipper of water I have seen, and when I went in to notify my want of a towel, they brought me one that might have been used by the whole company for some days. I looked it over and told them that I preferred to dry off. But I recollected my pocket-handkerchief and came off nicely. A breakfast of griddle cakes and molasses, eaten not because the cakes were good, but because the molasses was likely to be no dirtier than it is always, made my outfit for the day."

Dr. Bushnell began his description of the San Pablo site with these observations: "In passing through the straits that connect the San Francisco and San Pablo bays, it will be observed that the straits are flanked on the right by a ridge of hills, which are also visible from the city itself. At about the center of this ridge there is a depression or low spot, and directly over against this depression of the Contra Costa chain and about two and a one-half or three miles distant is the proposed site. It lies in a hollow scoop of ground which at the bottom is a plain two miles wide sloping gently away from the site, south, west, and north, open at the south end on San Francisco bay, and at the north on San Pablo bay, both of which are two and one-half miles distant."

It was stated then that the views or prospects from the place were as fine as could be desired. "It appears to hold a position winding between two large and beautiful lakes. The San Raphael mountains on the west are piled up in rugged and grand forms that overtop the ridge on the hither side of the straits. On the south the eye sweeps across the San Francisco bay, for 20 or 30 miles, and passing between the picturesque islands of the bay, falls at points on the city. The fine mountain west of San Pablo bay, and the hills of Petaluma and Sonoma make a long and impressive sweep of background in the view north. The place itself is visible at points passing up the bays, and very distinctly from the San Pablo; also less distinctly at points in the city."

With his unalterable determination to be thorough, Dr. Bushnell reported two shallow or tide-water landings about two and one-half miles off, one on each bay; also convenient places for deep water landings at a distance of three or four miles, that a steamer had offered to touch at one of these landings when a suitable wharf had been built. No doubt there would be a ferry established soon "which ferry would be more regular and reliable than the one at Clinton." The railroad route by the Pablo creek way was the one likely if not indeed certain to be adopted; it was not only forty miles shorter than the other route but could be built for one half the expense.

But there was a special objection to the San Pablo site; it was the wind. Writing concerning this Dr. Bushnell stated: "It is the same which pours in at the Golden Gate and is turned off in a northward sweep, across the San Pablo bay. Some persons well acquainted with the place undertake to say that the wind here is not more severe than at other places on that side. Others again give a different testimony, which is powerfully seconded by the slanting stubble of the fields, and by the trees throwing over their tops like cocktails away from the wind, some of them showing all but two or three feathers blown out by the severity of it."

Accordingly Dr. Bushnell's conclusion was that the site, with all its fine advantages—beautiful scenery, water to be had in abundance without great expense, and a donation of 200 acres of fine land — could never be popular. He stated that he was unwilling to have it chosen on his recommendation—it being too much for one man, and he not a member of the board of trustees, to bear "the scolding of all future ages in a stream as continued and cold as the San Pablo winds." The suggestion was that it might be adopted on certain conditions as a provisional site in case they should fail to get satisfactory terms and titles at Clinton, and further investigations as to the San Pablo site might result in bringing the Clinton land owners to reduce their exorbitant demands; accordingly the request was that a committee be constituted to visit the San Pablo site and also endeavor to secure more favorable terms at Clinton. A committee, consisting of Colonel Crockett, Frederick Billings, Edward McLean and Ira P. Rankin, was appointed. At a meeting of the trustees held three days later progress was reported as to the Clinton site.

Thus matters stood the last week in December, 1856, with respect to the choice of a permanent site for the College of California. Dr. Bushnell was planning to return soon to his New England home. It was at this juncture that certain very unexpected things happened which resulted in further explorations by Bushnell and in a report which brought about on the 3rd of January 1857 the provisional adoption by the board of trustees of a site not investigated by him until the day before his final report was made.

The Site Near Napa

The last Saturday of December, 1856, Dr. Bushnell was en route to San Jose by boat to fulfill a preaching engagement the next day. Of course he talked "college site," and the captain of the boat told him of a "beautiful site" about three miles northeast of Napa, having "a fine stream of water." As early as possible on Monday morning Dr. Bushnell left San Jose for Napa, by way of the boat to San Francisco. A fearful storm prevailed en route and it seemed for awhile that the boat would founder in the middle of the bay several miles wide. Believing that all were about to be sent to Davy Jones's locker, the sailors drank heavily, preferring to go there drunk rather than sober. The next morning after arrival in San Francisco Dr. Bushnell set out for Napa. Once there he rushed with a threatening rain storm for the prospective site—"found a very nice stream of water and nothing else." Though wracked that night with rheumatic pains, he went early the next morning to further investigate, riding in water that came almost to his saddle-top, his legs drawn up and resting on the horse's sides to keep them out of the water. The exploration that morning showed nothing satisfactory. Before leaving the Napa hotel that day to return to San Francisco he pointed several persons to "a fine, lofty terrace in the hills on the other side of the valley, the western, inquiring whether no water came out of the deep gorge close by it." Though some of the persons said "none" and some "a little" the agreement was that there was no good stream there. Two months before Dr. Bushnell had made the same inquiry of others. But on the stage to Benicia, later, he encountered a man who was living on the very spot itself. "Running water? Yes. How much? That he could not find any terms to show. By-and-by, when about half way down to Benicia, it came out that there is a sawmill on the stream." The following morning Dr. Bushnell set out again from San Francisco to Napa. He rode out to the prospective site three miles distant, in the awful mud of the place and season, had only one hour on the ground, for he must be in San Francisco the next day for an adjourned meeting of the board of trustees. At that meeting on January 2, 1857, he stated that he, nevertheless, was able to report some things with confidence. And then with all his marvelous gift of description he proceeded to draw an entrancing picture of the scene at that locality in the Napa valley, describing the site and its surroundings in every detail.

"The place, which is one of great beauty, is in a recess of the hills northwest of the town. As you approach the town from the south, about four miles off you see a high plateau of land, setting out apparently from the hillside, as if prepared and waiting for some institution of significance. It discovers itself as it were, suddenly opening from behind a spur on the left by which it had been hid. This plain appears to be a hundred and twenty feet high or more. The background of wild gorges and high rounded knobs, enlivened by scattered redwoods, could not have a finer depth of light and shadow, or present a combination more picturesque. I have found no other background to compare with it."

The view from the site, he declared, was "scarcely less beautiful:" and then he swept in comprehensive description all around the valley.

With reference to the remoteness of the site his declaration was that the Napa valley was less apart from the world than either the Petaluma or the Sonoma.

"Let the great University of the west be placed here, and directly opposite, in full view let a Saratoga Watering Place appear, as it must, for the water of these soda springs is even more refreshing than the Congress Water itself; and the graceful, airy bosom of the hills where they spring is a kind of paradise in comparison with the naturally tame and forbidding region of Saratoga.

"Let the Napa Sulphur Spring continue to be an attraction further on, and then the Clear Lake region be opened to the common travel of the summer tourists.

"It is easy to see that having all these attractions the Napa Valley is destined to be as much in the public eye as any part of the State out of San Francisco.

"All the traveling public, the merchants and men of professions, the farmers, who are men of society, everybody who has found his way into the state of competence, will pass by the College, and it will stand where it should, to impress him.

"And we are not imagine that the impression would be greater if the college meet the eye always unsought, and when there is no mood of care in the spectator for anything. Objects that meet the eye seldom, then make a finer impression, when there is leisure to receive it, and then talked about in terms that correspond, they really get a higher place in the public feeling."

Attention was called to the fact that there was good navigation to a point within three miles of Napa; that a reef of rock there, only thirty feet wide, obstructing this navigation at very low water, could be surmounted easily by a lock. As to railroads it was remarked that these were sure to come, and characteristically Dr. Bushnell indicated how they would come and where they would run,—linking Napa with all the life and motion of the State.

The climate was mentioned as one of the very best and most perfect in California—fanned as the valley was by the west winds just enough to mitigate the heat; the trees stood erect; the vine flourished and oranges it was thought would live in the open air.

"Here, too," said Bushnell, "We shall make our own community, and be able to set securities about the young men that we could not do at Clinton." And then, "Perhaps we have been hedged up in that direction for this very purpose."

Nevertheless, Dr. Bushnell could not bring himself to recommend anything more than a conditional adoption of the Napa site. There were things yet to be looked into; difficulties might arise, and finally: "If we should finally be repulsed, I think the Clinton gentlemen will be quite ready by that time to hear from us again."

Dr. Bushnell's final report was made on the 2d of January, 1857, and on that same date, the Board of Trustees of the College of California, in accordance with his recommendation, made provisional adoption of the Napa site, designating it as "A tract of land on the Salvador Vallejo Ranch."

But the permanent site of the College of California was destined to be, not in the Napa Valley, but on the hills of Berkeley.

BUSHNELL'S APPEAL TO THE PEOPLE OF CALIFORNIA

As already indicated Dr. Bushnell's service for the cause of education in California was not confined to the search for a permanent site for the College of California. Before he left for his home in the East on the 20th of January, 1857, he prepared an "Appeal to the Public," which presented the College interests in an able and convincing manner; and which, widely circulated, resulted in drawing to it an increased number of friends and supporters. It was stated in the Appeal: "The trustees propose to create not an academy only, or a high school, but a college; nor this only in its most limited and historic sense, but a college that will be the germ of a proper university, which will not fulfill its idea till it becomes on the western shore what Harvard and Yale are on the other, and finally a complete organization of learning such as even they are not except in a rudimentary and initial way. The design of the trustees, they are well aware, will not be fulfilled for a long time to come, but they deliberately measure their site and lay their plan so as to leave room for unlimited growth or expansion, believing that the spot on which they fix is to become at some future day a renowned center of literature and science—a name clothed with associations as profoundly historical as Oxford or Padua or Salamanca or Heidelberg."

Dr. Bushnell set forth in appealing words "the immense importance of the University to a new people."

"The university is the womb in which society is shaped, and all the determining causes of its operative and observable life are prepared by the silent nurture and secretion of the matrix whence it came. Here is the contact of universalities whether in matter or mind. Here principles are intellectualized, and thought embraces law; and when people come into law, whether moral or civil, the university is commonly the prior condition. The presence of the great minds of the world is here felt in the languages and literature of the world; and the tastes and associations of youth are configured to them as living in their noble company, apart from the more selfish and really bad instigations of examples in the field of action. What we call self-education is, after all, a mere finding of one's way into the moulds of the university, without being in it; for the standards of thought, the grammar of language, the measurements and regulative order of true excellence, are here. And there is no one interest of society, religion, medicine, law, mechanical art and invention, that is not most interiorly related to the university life."

It was in the course of that Appeal that Dr. Bushnell remarked: "The trade of California can never make the safety of trade; the gold can never make the golden riches; the courts of justice can never establish and sanctify the justice. There must be a power come down out of silence, capable of moulding the people; and so, the trade, the mining, the courts, and everything that pertains to society. The doing world of California will be right, when there is a right-thinking world of California, prepared, before the doing, to shape it."

Dr. Bushnell proceeded in conclusion to make it evident that good economy, to say nothing of that which is higher and more sacred, justified and demanded that the people of California move at once to the up-building of a university.

"How different your condition when such families as look for the highest advantages of education readily emigrate hither, to become fixed as citizens of the State; and when those already here can stay and give their sons and daughters as great advantages of culture as they can receive anywhere in the East. Every man is now a citizen of the State, having a property in its good name, its laws, and institutions, responsible for his own character, at work in his own modes of industry, to acquire what is here to be retained and added to the productive capital of the State. Business now is done for California and not for some other parts of the world to which she is tributary. She is no longer an Ireland, existing for England, and kept poor by sending all her profits and rentals over to enrich the owners there, but she is an operative power in her own name and right, unfolding her immense resources and gathering in her immense stock of capital—to be in a very short time the richest community on the globe."[5]

BUSHNELL'S APPEAL TO THE EAST

Not long after he returned to the East in 1857 Dr. Bushnell made an impressive plea for aid there for the nascent educational institution on the shores of the Pacific. It was in the New England Magazine in February 1858. No article so finely descriptive of California had ever before appeared in any Eastern publication. It was entitled "California: Its Characteristics and Prospects." In the course of that article he told how the College of California had come into being and appealed as follows to the people of the Atlantic states:

"What is wanted now is the endowment, and for this everything is ready. To obtain this endowment in California, except in part, will now be impossible. Much of the wealth is not in the right hands, and where it is not, where there is every disposition to aid, the possibility is very much reduced by the heavy loads of debts which many who ought to be rich are required to carry. When money will bring three per cent a month year by year, on perfect security, the lending party is not likely to put much of it in a college, and the borrowing party still less." And then he asked whether there were not men of wealth in the East who could be induced to look at the opportunity then offered in California. To have one's name on such an institution as was just then springing into life in California, connected with all the learning and all the most forward influences soon to be in this new world on the Pacific, he declared was "a thought which might quicken the blood even of a man most sluggish and dull." To win that was to win an honor greater by many times than could be secured by being "President of our great Republic."

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[5] "The Pacific," January 22, 1857.

Dr. Bushnell concluded as follows his Eastern appeal for the College of California: "And the satisfaction one may have in this honor is sublimely justified in the fact that he is not merely mentioned in the future ages of the world, but is permitted to know that his name is to be a power, and to work for all the coming ages, growing brighter and doing more good even than he himself while living."

CHAPTER XIV.

THE SELECTION OF THE COLLEGE SITE

The outcome of the search by the College of California during the last half of the year 1856 for its permanent site, as given in the preceding chapter, was the adoption provisionally of the Napa site concerning which Dr. Bushnell had made elaborate report on the 2d of January 1857. Dr. Bushnell left California on the 20th of that month. Early in that year it became increasingly evident that public support in the upbuilding of the College would depend to considerable extent on its location, and the board of trustees decided to move as rapidly as possible to a decision and selection. A committee which had been appointed in December 1856 to secure, if possible, favorable terms from the owner of certain necessary small tracts of land adjoining the large tract at Clinton, reported that "on examining the water by which we were to reclaim the aridity of that otherwise tolerable place we found it had fallen off from its last year's daily yield of 80,000 gallons to the yield of 8000." The Clinton site was abandoned. Turning attention then to the Napa site, the trustees ascertained that the man who owned it, being hard pressed financially, after waiting several months for the board's decision, had sold it to "a Dutch Jew" for a cow ranch, and that "it would not, in any human probability, be sacrificed for a college." Attention was turned then to the San Pablo site. Dr. Tewksbury had been willing the latter part of 1856 to donate it, but he found several reasons in the early months of 1857 for not being so generous. All this, remarked Professor Durant, "was blowing a little cold, and a little hard at the same time, like the air of San Pablo, of which it reminded us, and we concluded that the place would never do."

That summer Dr. Willey, the secretary of the board of trustees, was spending his summer vacation at Mission San Jose, and delighted with the climate there in such contrast with that of San Francisco he called the attention of the other trustees to a site near the Mission, well supplied with running water, and which could be had without cost. Professor Durant turned attention once more to what he called "the old favorite site back of Oakland"—the Berkeley site, declaring; "This is the spot which possesses every one of the requisites of a college site in California; and it is at the same time free from every one of the objections which lie against any of the other places proposed."

By November, 1857, it was a settled fact that the permanent site of the College of California was to be in Berkeley. All preliminaries having been arranged, binding agreements for land having been secured,—on the 23d of February, 1858, a committee, consisting of S. H. Willey and Ira P. Rankin, made formal report to the board of trustees, recommending the selection of the Berkeley site. The committee in its report, which was written by the Rev. S. H. Willey, stated that in its opinion the Berkeley site had points that rendered it more suitable for a location for the College of California than any other theretofore considered.

Stating that the site was well-situated with respect to being central and accessible from all parts of the State, Dr. Willey continued: "It presents itself to all as they enter the Golden Gate, for it lies directly in front of them. It is conspicuous from all parts of the Bay, and will also be to all who travel up and down the country by land by the ordinary roads."

One pauses, perforce, in his reading of the report, possessed with the wonder whether even then, back there seventy-one years ago, the writer of it did not see in dim outline our stately campanile resting here on these everlasting hills and reaching up toward the eternal blue. Beyond doubt, he saw stately buildings embosomed here, for he knew that by the Golden Gate was to stand some day one of the great universities of the world.

It was said further concerning the Berkeley site that it was conveniently situated with respect to San Francisco, the metropolis, "being in full view from a greater part of the city, and yet sufficiently removed to be beyond objectionable proximity."

Locating the proposed site with respect to Oakland, distant about four miles, it was stated then that it was "about three miles east of the margin of the Bay," that the land for miles north and south and west of it was of the most fertile and productive character, and that it was likely to become in time the home-place of many citizens whose business confined them to the city for the day and who wished to escape for a part of the time from its bustle and noise as well as from the severity of the summer winds.

Mention was made of a landing at the foot of a road leading down to the bay in a direct line from the proposed site, which could be reached from San Francisco by crossing northward of Goat Island, and the distance was estimated as being less than to Oakland.

The view commanded by the site was presented as one of its stronger points. Referring to the former prospective site at Clinton, Dr. Bushnell was quoted as having said of that site that "the view from it, across the green of Oakland and Alameda, composing a foreground, and the bay, the city, the islands, the mountains of Sausalito, and the Mission Dolores, bears a comparison with the Bay of Naples." But, "all these fine points," the report declared, "were gained in the Berkeley site together with others still finer."

"The line of the horizon sweeps in the distance round almost half a circle, commencing at the summit near New Almaden and following a mountain line till it passes west of this city, (San Francisco) where it becomes an ocean horizon for a considerable distance when it follows the outline of the high Sausalito Mountains to the north-ward till the view is intercepted by the near hills on the right. The extent, the variety of life embraced in the scenery presented in this view, including as it does land and water, bay and ocean, islands, plains and mountains, city and country, are seldom equaled."

With respect to climate, it was remarked that it seemed to be "all that could be desired."

"Although situated directly in front of the Golden Gate, it is not subject to the violence of the summer winds. The current that sweeps across the bay from the ocean seems to divide and pass to the south over Oakland and Clinton, and to the north up San Pablo Bay and valley, while the high hills towering in the rear of the locality protect it from their chilling influences."

It had been noted that often the bay could be seen from the proposed site covered with white-crested waves and foam, while at that place (now central Berkeley) there was not even a gentle breeze. The residents of the place were introduced, not personally however, to testify to "the extraordinary fineness of the climate." And with respect to the evidence of any violent winds prevailing from the west, numerous trees were described as standing erect and well-formed—"silent and satisfactory witnesses which of course no one could doubt."

When this site had been considered and passed by, before Dr. Bushnell's explorations were made, it was for the reason that the thought was that water in sufficient quantity could not be secured. But all the possibilities had been investigated thoroughly now, and the report as to water was satisfactory. And on the banks of the creek, partly thus to be relied upon, it was remarked that there was that which added further to the beauty and desirableness of the site—an abundant growth of trees, consisting of oak, sycamore, and bay-trees.

The report concluded with a statement with respect to the urgent need for a decision on the question of a permanent site before other steps could be taken to thoroughly establish the College.[1]

On the 1st of March, 1858, the board of trustees adopted as the permanent site of the College of California the site recommended by the committee.

Things Legendary

Much that is legendary and fictitious concerning the selection of the College site is to be found down through the years. Quotation from a highly imaginative account by John B. Felton, a regent of the University, at the time of the death of Professor Durant in 1875, has been made frequently in newspaper articles. Published first in Oakland daily papers it found place later in a "Bulletin" which was published by the University in March 1875. Then, later, the "History of the University of California" by Professor William Carey Jones gave it wide circulation. Professor Jones stated that the selection of the Berkeley site was assigned by Mr. Felton to Professor Durant. But Mr. Felton's memorial address, which was a mangling of the historic search which was made by Horace Bushnell, does not so state. It says that he was one of several. The material part of Mr. Felton's address was as follows: "A few years ago, but many years in California experience, Dr. Durant set out with some friends to seek a place where learning might find a permanent home on our Pacific shore. He passed in review many of the most beautiful valleys of our State, so rich in landscapes that delight the eye and gladden the heart. One by one he rejected sites full of beauty, for in his mind there was an ideal spot where nature would present herself in her loveliest form to the young student and lead him by her display of outward beauty to an appreciation of all that is good and beautiful in the inner world of the heart and the mind.

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[1] College of California Records. Comptroller's Office, University.

"One morning in spring, when the air, purified by the rains of winter, brought out in clear relief the lines of ocean, valley, hill and mountain, when the trees were budding and the turf was green, and a vague dark spot in the sunlight—the Farallone Islands—showed itself through the Golden Gate, he passed through fields unbroken by roads, untrodden by man, and came to the present site of Berkeley.

" 'Eureka'! he exclaimed. 'Eureka! I have found it. I have found it.' . . .

"He had found what he sought through life. Not alone the glory of the material landscape drew from him the cry 'Eureka! I have found it.' Before him, on that beautiful spring morning, other scenes, invisible save to him, passed before his mental vision. On the hill that looks out through the Golden Gate he saw the stately edifice opening wide its gates to all, the rich and the poor, the woman and the man; the spacious library loomed up before him, with its well-filled shelves, bringing together in ennobling communion the souls of the great and good of past ages with the souls of the young; fresh starters in the onward march of progress were urging on their descendants to begin where their career had ended, and to recognize no good as final save that which ends in perfect and entire knowledge. And before him in long procession the shadowy forms defiled of those to come.

"Standing on the heights of Berkeley he bade the distant generations 'Hail' and saw them rising, 'demanding life, impatient for the skies', from what were then fresh, unbounded wildernesses on the shore of the great tranquil sea. He welcomed them to the treasures of science and the delight of learning, to the immeasurable good of rational existence, the immortal hopes of Christianity, the light of everlasting truth."

No search such as described by Mr. Felton in the first paragraph of the foregoing quotation was ever made by any one except Horace Bushnell. And Professor Durant and other trustees of the College of California had looked over the Berkeley site prior to the Bushnell search. They did not regard it as suitable. They brought Dr. Bushnell out to see it and his view coincided with that of the trustees.

Attention was first called to the Berkeley hillsides as a desirable site by Captain Orrin Simmons, a retired sea captain, who had sold his hardware business in San Francisco in 1854 and had settled early in 1855 on a ranch on the south side of Strawberry Creek but a few hundred feet from the spot where the Greek Theatre was built in later years.

When on the 23rd of March, 1896, a tablet was placed on "Founders' Rock" on the University campus, commemorating the dedication of the grounds to learning thirty-six years before, Dr. S. H. Willey gave an historical address in which he stated concerning the selection which was made thirty-eight years before: "Captain Orrin Simmons, with his family, then lived near here, on the south side of Strawberry Creek, in a house which, I see, is still standing. They were friends of Mr. Durant who was then teaching the preparatory school in Oakland; and from him they naturally became acquainted with the opinions of the trustees of the College respecting the kind of location suitable to be chosen as the final home of the institution. It occurred to them from their experience in living here that this might be the very place they were looking for, and Mr. Durant himself was quite inclined to that opinion. He called the attention of other trustees to the locality and some of us came and visited it repeatedly and studied it carefully."

Dr. Willey told in that address of the impression the landscape made upon them and covered in a brief way the later investigations that were made by Dr. Bushnell, Professor Durant and himself, and the later investigations that were made after Dr. Bushnell's departure, which resulted in 1858 in the selection by the trustees of the Berkeley site.[2]

In a letter which Dr. Willey wrote to President Wheeler of the University of California on the 16th of January, 1901, and which was published in the "University Chronicle" in February, that year, he stated concerning the search which Dr. Bushnell made: "We took him first to examine the present site of the University. He saw its strong points, but dismissed it on account of the small flow of water running in the stream. He did not visit it again."

In this letter to President Wheeler, Dr. Willey stated that attention was drawn to the Berkeley site early in 1855, writing in that connection: "When all that section of country was one continuous grain field, some of them (the trustees of the College) riding along the country road—now College Avenue—observed the very striking landscape scenery, the mild air, and especially the dignified old oak trees, and the fine line of evergreen shrubbery which enriched the grounds."

Sons of Captain Simmons, residents of Oakland, state that their father remarked several times in his later years that having heard from Professor Durant that the College of California was looking for a permanent site outside of Oakland he invited him out to his home on the banks of Strawberry Creek to view grounds which might be what was desired. He told of taking the Professor out along the hillside to a point not far from the spot where the Campanile now stands, and that standing there viewing the location and its beautiful surroundings he had put his cane down forcibly to the ground and had exclaimed "Durant, this is the place for the College." The three sons of Captain Simmons state that they never heard from their father that Professor Durant exclaimed "Eureka."

Professor Durant, as he walked with Captain Simmons along the Berkeley hillsides that day in 1856 and looked out on the panorama of beauty which unfolded before him may at some point of special vantage and beauty have exclaimed, "Eureka"! but he never reached the grounds as Mr. Felton pictured, nor as the students of early days narrated; nor did he ever stand there with any such vision and emotion as the imaginative eulogist depicted.[3]

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[2] This address is found only in the "Willey Scrapbook" in the University Archives. It is in Dr. Willey's handwriting.

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[3] A pamphlet published by the writer in 1929 entitled "The Story of the Naming of Berkeley," gave a legendary story concerning the selection of the site and the naming of the College town which made the two events simultaneous, although they were eight years apart.

CHAPTER XV.

THE DIFFICULT TASK OF THE FOUNDERS AND UPBUILDERS

Five years passed after the College of California was chartered before it began to function as a college. The College School, thus named because its purpose was to prepare students for college while giving also such instruction as those who did not seek this preparation might desire, was prosperous the while. Receipts from tuition and boarding house charges were sufficient to enable Professor Durant to employ helpers in the teaching work; and the friends and patrons of the institution subscribed from time to time the funds necessary for the enlargement of its buildings and the construction of a new one. When in 1858 it was thought that the time was near when actual college work could begin, several students being nearly prepared for entrance, the whole situation began to be a matter of considerable concern to those who stood in close relations to the institution. The situation was especially trying for Professor Durant who had been compelled to give himself to the Academy work much longer than he had expected when it was begun. There were various responsibilities resting upon the founders and up-builders of this institution. They had to keep the Academy going—making such enlargements from time to time as would enable it to meet the growing needs; they had to get funds with which to pay for the permanent site which had been selected; and they had to make ready for the beginning of the college work proper either on the Oakland site or on the newly selected one four miles therefrom.

In 1909, Mr. Horace Davis, a former president of the University, and a long time leading citizen and business man of San Francisco, at a service for the presentation to the University of a bronze bust of the Rev. Dr. Horatio Stebbins, one of the first regents, spoke of the difficult task which the first board had and remarked: "Forty years ago the people of the State had little sympathy with higher education. They were strong vigorous men who had crossed the continent for gain or adventure; they were absorbed in the problems of material life, in developing the resources of a new land. They had little leisure to ponder the questions of intellectual life or the moral destiny of the new community. The schools were inferior; what little university life existed was on a low plane, making it very difficult to maintain the new institution on a basis at all commensurate with the standards of the older American colleges. It needed deep conviction and resolute courage to proclaim the highest attainable standard and hold to it in the face of opposition and outcry."

The task of the founders and up-builders of the College of California was one of much greater difficulty; and the pioneer work done by them made the task of the regents of the University lighter than it would otherwise have been. Only men of the deepest conviction and devotion and the most resolute purpose could have persevered as the College of California's teachers and trustees persevered until they had established an educational institution which though greatly hampered and limited had standards as high as those of the leading educational institutions of the East and maintained them.

At the meeting of the board of trustees which was held on the 1st of March, 1858, the date of the vote which decided that the permanent site should be at Berkeley, Professor Durant made a report in which were set forth the condition and needs of the College School at Oakland and also the things which were necessary for the furtherance of the plan to open the College work proper. It was decided at that meeting that an effort should be made to raise $10,000 with which to enlarge and refit the building then in existence, which was used both for recitation and boarding house purposes, and to erect also a new building to be used mainly for the work of instruction. There had been a pressing need for advancement for some time. But the means did not appear to some of the trustees to be procurable, and nothing had been done. An interesting bit of information concerning this step was procured from Professor Durant by President Gilman in an intervieiw in 1873. In this interview great credit was given by Professor Durant to the Honorable Henry S. Foote, a San Francisco attorney, formerly governor of Mississippi and United State Senator, who had taken up residence in California in 1854, and whose children had been pupils in the College School. Becoming aware of the fact that some of the trustees and other friends of the institution were inclined to believe that the College could not be established unless a large sum of money should be pledged, Governor Foote expressed at a meeting of the board of trustees the judgment, which was in harmony with that of Professor Durant and a few others, that all that was necessary was to meet the existing urgent need, letting the future take care of itself, that $10,000 would be sufficient for the purpose just then and that he would go out over the State and raise it. He was called to the South soon on matters of personal interest and did not return to California. It was, however, the interest and enthusiasm shown by him which united the trustees and resulted in the action which made possible the enlargement of the old building and the erection of a new one in 1858. Professor Durant's statement concerning this matter was: "The interest that he had in it and the purpose that he showed to have the thing go ahead is what saved it then. It is known to few people; and the board of trustees would hardly admit it, I saw it because I was here grinding under it. Nobody encouraged me; they did not think the College could be built. . . I would have gone under but for that man. We made the attempt to put up the chapel as the result of it; and then the next step after that was to put up the College building proper; that was a passage in the history of the thing that ought to be remembered."[1]

Up to August 1858 the financial responsibility for the College School rested from year to year solely upon Professor Durant. He received the income, selected and paid the assistant instructors, and met all other expenses incident to the work. When the time for the beginning of College work proper approached, the College board of trustees assumed some of the responsibilities hitherto resting upon him individually. On the 21st of August Professor Durant was elected principal at a salary of $200 a month, provision was made for the salaries of his assistants, and a committee of superintendence, consisting of Messrs. Brummagim, Willey, Rankin and McLean, was appointed.[2]

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[1] Statement by Professor Durant to President Gilman (1873). University Archives.

The first professors for the College of California were chosen on the 13th of August 1859. Professor Durant was elected "Professor of the Greek Language and Literature" that day by formal vote of the board of trustees and at the same time it was decided to tender the professorship of the "Latin Language and Literature" to the Rev. Martin Kellogg, pastor of the Congregational Church at Grass Valley. It had been announced in 1858 that the College would open in 1859. But later the month of October 1860 had been fixed for the opening. And when in August choice had fallen upon Durant and Kellogg as the first professors the plan was that they should spend as much time as possible before the date for opening the College in an effort to procure funds for endowment purposes, for the liquidation of indebtedness, the fulfillment of contracts for land for a permanent site, and necessary repairs and enlargements at Oakland. To that end the Grass Valley pastor was expected to go East at as early a date as possible.

A letter which was addressed to the board of trustees by Mr. Kellogg on the 8th of September, 1859, indicates that he had not only a hope that his life might be given to the cause of education but a dim vision that it was to be thus given, and he breathed a prayer that it might be so; but the church—a promising plant—must not be sacrificed for the cause of education; education must be for the church and the church for education. Accordingly, his acceptance was provisional; he must be allowed to stay with the church through the year and in the meantime the College must lend all possible aid so that the right man for the church would be ready in January to take up the work he would lay down.[3]

Here in the very beginning of his career as an educator Martin Kellogg manifested the faithfulness that characterized him in every trust. Graduated from Yale in 1850, in scholarship the most distinguished man of his class, Martin Kellogg studied theology at Andover and Union seminaries. He came to California in 1855. A place called Shasta City first had his services as a missionary. There is no Shasta City in California today, but Martin Kellogg lives on and will continue to live "in lives made better by his presence." Shasta City was in the early days a place of considerable population and importance. It was the end of a wagon road over which passengers and supplies were taken to mines in the Coast Range Mountains—the place of transfer from wheeled vehicles to mule pack-trains.

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[2] College of California Reports to Board of Trustees, December 7, 1858. University Archives. Also Record Book, office of Comptroller, California Hall.

[3] Letter Book. College of California Documents. Archives.

Writing in 1856 from that place to the American Home Missionary Society in New York City, the society that commissioned him, and to which he was expected to make report, after describing the wickedness and desolation of the place, he said: "Well is it for us that there are hallowed hours of soul-elevation when our visions are not of the earth and faith draws down the steadying power of the world to come. . . After all, there is a peculiar pleasure in such labors. There is a stern impatient joy in entering on such a conflict—a higher exhileration than the noblest worldly enterprise can give."[4]

The selection of these men, Durant and Kellogg, for these professorships had wide-spread approval then and always. In 1903 Professor Willard B. Rising, who went from a later brief professorship in the College of California to a long-time serviceable career in the University, remarked: "No fitter appointments were ever made by any body of trustees—Durant, the untiring, self-sacrificing missionary of education; and Kellogg, the quiet and accomplished scholar."[5]

When it had been definitely determined to open the College in 1860 arrangements were made with the Rev. Isaac H. Brayton to take the College School and conduct it in such a manner that it would continue to prepare students for college as well as afford such educational opportunities in general as it had from its inception. Professor Durant relinquished then the principalship and Mr. Brayton assumed it—as well as the financial responsibility for the school. It continued to be conducted by Professor Brayton in this manner for several years, under the general supervision of the College board of trustees, but became at length his personal possession along with a part of the real property.

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[4] "American Home Missionary," March, 1856.

[5] "University Chronicle," November 1903.

In accordance with the understanding when the professors for the College of California were elected, Professor Durant began soon thereafter the work which he was expected to do for the furtherance of the plan for securing the funds which would make possible a satisfactory entrance upon the College work proper the following year, and also that which would assure early possession of the tracts of land desired for a permanent site.

Some letters which were written by him the latter part of the year 1859 to the Rev. E. B. Walsworth of Marysville, one of the trustees of the College, afford information concerning the difficult road which the institution had been traveling and was traveling at that time.[6]

In the first of these letters Professor Durant wrote that he was obtaining subscriptions for the College site as successfully as he had anticipated; that he had begun a work which he intended to prosecute, God willing, until the College grounds were paid for and well fenced, and the first College hall finished. This, unless relieved by larger donations from a distance. Mention was made of the needed sum of $1100 if they were to get possession of land bargained for. This amount he would "welcome as a very great help and encouragement — not to me so much as to some others who have no faith, and who hesitate to help me because they doubt of my success." Remembering the aid that had come from Marysville theretofore, Mr. Walsworth's great interest in the College and his successful efforts in securing aid, he continued: "I beg you will see to that amount; with that we can go right on.

"This very day we should be taking possession. . . . Parties in possession have already leased some of it, and soon others will begin cultivating; and more than that, I fear we shall lose one of the choicest of the parcels, that of Mr. Hillegass, in consequence of withholding pay so much beyond the time originally specified. His bond is already canceled by our delay. I feel very uneasy every day, and every night, too. Please write me without delay and let me know how much we may expect from you and how soon."

In this letter of October 25, 1859, from which quotation has been made, Professor Durant rejoiced that he was no longer in the College School—declaring that he had been there three years too long, perhaps six; and that not even he himself, to say nothing of others, knew how great his sacrifice had been. "Six years spent in such a nut-shell, a mere 'nucleus'—a term that in relation to the Pacific College is becoming ridiculous! If we do not grow out of the nucleus state pretty soon by expansion I shall hope we may do so by drying up. For, it is no longer a credit in California to be the nucleus of a college."

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[6] The Walsworth Correspondence. University Archives.

Not receiving an early reply, on the 5th of November, Professor Durant wrote again to Mr. Walsworth, stating that in accordance with some remarks made by the latter when he had seen him last he was hoping he could help him. He stated that he was succeeding well in getting small sums for the building of the fence but that the $1100 spoken of must be paid before possession of the land could be had, and he feared serious difficulties if they did not get possession soon. This letter concluded with mention of the helpful interest locally,and this as to their basic plan:

"Our idea of a University that shall be organized on its own merits, for what it is in itself, and not on some ecclesiastical, political, or other foreign basis, is taking perfectly. It is bound to win!"

Arrangements evidently were made soon thereafter for Professor Durant to go to Marysville and work in cooperation with Mr. Walsworth to secure funds. This plan was interrupted—Durant writing that the "Mansion House," the rooming and boarding house, was "in danger of confiscation" and that he dare not leave, being one of the parties cooperating in arrangements to save it. Efforts to arrange for a time for the canvass at Marysville failing, Mr. Walsworth wrote Professor Durant that he would be in San Francisco soon. In the reply by Professor Durant, written on the 9th of December, 1859, there are some very pathetic passages.

The hope was expressed that the purchase of the tracts of land could be completed, despite the delay, in time to anticipate the ocupancy of them another year by the persons then utilizing them.

"It were a sore trial to my patience, not to say faith," wrote

Professor Durant, "to be obliged to wait another year for the possession of these, our grounds." And then: "Ah me! I am growing faint. I do not know how much longer I shall hold on. Well—others will take the deserted post and do it more credit. If I could only feel that the College will not be forsaken! I ask for no other emolument."

Among the long-time friends of the institution was Mr. Mark Brummagim, a San Francisco business man. He had been a trustee from the beginning, had served as treasurer, was one of the generous givers. And now, for some reason, not stated in the letters, he was finding increasing cause for dissatisfaction, and was desirous of leaving the board of trustees. Concerning this experience, Professor Durant wrote: "Having for him the respect and personal friendship which I feel, and seeming to myself congenial with him in some attributes of his nature, I am deeply pained at the manner in which he speaks to me of our College enterprise. I have no other trial respecting the College equal to it. But I speak only to you of it. I am very sad; and yet I am not yet quite 'cast down,' much less dismayed. I pray you will work still, as you have done, for the Institution."

There is nothing in the Durant-Walsworth correspondence stating or indicating the result of Professor Durant's efforts to raise money so as to carry out the contracts and get possession of the tracts of land for which the College authorities had bargained. Nor do the records of the board of trustees show.

However, in a letter written by Rev. S. H. Willey, the secretary of the board, to Mr. Walsworth on the 30th of December, 1859, it was stated: "Mr. Durant has got the deed to the northwest corner of the College grounds at last."

This no doubt was the deed executed on the 22d of December, 1859, by F. A. L. Pioche of San Francisco and filed for record in Alameda County on the 12th of March, 1860. The tract of fifteen acres thus conveyed was a donation and it was stated in the deed: "This conveyance is made with the express condition that the said premises shall be used and shall continue to be used through all time as a portion of the grounds of the College of California, and for the direct uses and purposes of said College, and that whenever said premises cease to be used as aforesaid, then they shall immediately revert to the grantor above named and to his heirs forever." In a later deed, made in 1865, this reversionary clause was eliminated.

Deeds for other tracts were secured and recorded the latter part of the year 1860. The deed to the Hillegass tract of seventeen acres, though dated September 4, 1860, was not recorded until 1865—being in escrow apparently.

It was customary at that time to give in the deed the consideration in full; and it was stated in the deed, which was made on the 4th of September, 1860, that the tract of land, acquired from William and Eugenia Hillegass, consisting of a fraction more than seventeen acres, was transferred for and in consideration of the sum of two thousand dollars, the receipt whereof was acknowledged; and further, for and in consideration of the agreement made by the grantees to erect, build and maintain the College of California upon the ground thus conveyed or on ground contiguous thereto; also in consideration further of an agreement on the part of the College of California to furnish to the grantors three hundred gallons of water per day from the creek which ran through the land—provided the creek be taken and used for College purposes. The grantors reserved in the meantime the right to take that amount of water per day from the creek. It was stated in the deed, as agreed and understood, that if the grantees should fail to erect the College, as set forth, or if the College should be removed or cease actual operation as a college, then the conveyance should be void and the land should be redeeded to the grantors on the payment of $2000 within six months after the removal or the ceasing of operations as a college.

Donation of ten acres of land for the College site was made by G. M. Blake, one of the pioneer land owners. Such a donation was promised and apparently pledged in writing in 1860, but for some unknown reason was not fulfilled until the College site was transferred to the University. It was probably contingent on the erection of buildings and their occupancy for college purposes.

These two tracts were the only land donations for the College of California site—made evident by the records of the Supreme Court in 1869 in passing on a suit for the quieting of title; also by a statement in a memorandum book (now in the archives of the University) which was kept by the Rev. Dr. S. H. Willey while he was acting president and financial manager of the College.[7]

From the experiences narrated in the preceding chapter, entitled "The Selection Of Berkeley As The College Site," along with those recounted in this chapter, it will be evident that the founders of the College of California had considerable difficulty in securing the Berkeley site, and in retaining possession of it.

The purchase of the first tract from John C. Hays and John Caperton in 1857, one of sixty acres, was made possible by the offer of two of the trustees, Ira P. Rankin and E. B. Goddard, to furnish the needed money, take a deed of the property, and hold it for a time for the College without pecuniary profit.

Several things other than the securing of the College site were troubling Professor Durant at that time.

There was mention in the letter to Mr. Walsworth of the trial the College was enduring about that time in the efforts on the part of certain Old School Presbyterians to get all their brethren to withdraw from the support of the College and concentrate on the effort to establish a strictly denominational college—one under the control of the Presbyterian Church in the United States of America.

This letter concluded with mention of the plan of the board of trustees to frame and publish at an early date a statement in which there should be incorporated the organic basis of the College, with the hope thus to put a stop to the caviling of those persons who did not wish to have the College succeed lest it should render impossible sectarian institutions. Stating in this letter what he and all the other founders of the College of California had in mind from the beginning,—to secure "the widest union of strength attainable among parties more or less congenial and yet more or less disposed to separation," Professor Durant remarked: "If the religious sects will not unite to any considerable extent, then let us stand by our platform, though we stand alone."

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[7] College of California Documents. University Archives. Also Supreme Court Cases, Cal. Reports, Vol. 38; pp. 166-175.

THE OLD SCHOOL PRESBYTERIAN EFFORT FOR A COLLEGE

The effort on the part of some of the Old School Presbyterians in 1859 to establish a college denominationally controlled, referred to by Professor Durant in one of these letters to the Rev. E. B. Walsworth, the pastor of the New School Presbyterian Church at Marysville, created not a little flurry at that time.

From an early day Old School Presbyterians had hoped to lay soon in California the foundations of a denominational educational institution. The Revs. Albert Williams and Sylvester Woodbridge, as hereinbefore stated, had entertained that hope in 1849. The Rev. Dr. W. A. Scott, pastor of Calvary Presbyterian Church, San Francisco, an able and eloquent preacher, a leader among men, had determined soon after his arrival in 1854 that there should be laid in that city at an early date the foundations of an educational institution under the direction of the Presbyterian Church in the United States of America which should develop into a college or university thus controlled. In 1856 a synod committee was appointed to take steps to that end; but nothing was accomplished. Through correspondence by Dr. Scott with the Board of Education in the East it transpired that in 1859 Rev. Dr. George Burrowes, a scholarly man of long experience in Lafayette College as professor and vice-president, appeared on the floor of the synod with a commission authorizing him to lead in establishing such an institution. At once the following resolution was presented in the Synod of the Pacific: "That it is deemed expedient that a grammar school be now established under the supervision and patronage of the Old School Presbyterian Church, which we hope will be the nucleus of a college or university, to be organized under the control of this synod when the wants of the country require it and the providence of God shall seem to direct it."

It was recommended to the synod by further resolutions that a board of regents be constituted charged with the duty of carrying into effect as speedily as possible the foregoing resolutions; that the Rev. Dr. Burrowes be engaged as the principal of the school; and the Rev. Albert Williams, the pioneer preacher who had organized the First Presbyterian

Church of San Francisco in 1849, and who after a residence of several years in the East had returned to California, be engaged as financial secretary. There were in attendance at the meeting of the synod thirteen ministers and five ruling elders. When the resolutions were considered only fourteen were present. Four of these expressed themselves strongly against the resolutions. These four were: The Rev. Dr. W. A. Anderson, the pastor of the First Presbyterian Church of San Francisco; Judge Waller, one of the ruling elders; the Rev. Frederick Buel, a member of the same church—the New England Congregationalist and Yale College graduate who had come to California in 1849 as the secretary of the American Bible Society; and the Rev. John Anderson, the pastor of the Presbyterian Church at Stockton. The judgment of these men was that the Old School Presbyterians in California should, along with the members of other denominations, favor and support the College of California. Dr. Anderson's position, as written out later, was: "That the College of California at Oakland, already in successful operation, free from all ecclesiastical control, and at the same time based on Christian principles, and rallying around it the friends of education of different denominations and no denominations was all-sufficient for the wants of Presbyterians."[8]

In the evening of the day on which the foregoing action was taken there was a public meeting in San Francisco in the interest of the College of California.

Dr. Anderson attended that meeting and publicly identified himself with the College of California enterprise, saying then: "I came to this coast believing in the ecclesiastical control of colleges. At the first meeting of our synod that I attended we appointed a board of regents. We cast about to see what could be done, but could do nothing. Two or three years have satisfied me that as a denomination we could do nothing—could not build a college; we might, indeed, make a picayune college. . . . I have come to the conclusion that the true idea for building a college in California is to unite. This, I have no doubt, is the basis for a successful work. I have had experience in colleges. It is impossible to found a denominational college, under ecclesiastical control, in this State. All the Protestant denominations must be represented, and I am happy to identify myself publicly with the College of California. I promise to give it my prayers, efforts, and labors."[9]

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[8] "The Pacific Expositor," November, 1859. San Francisco Theological Seminary, San Anselmo, Cal., also Bancroft Library.

The leading newspapers deprecated the action which was taken by the Synod of the Pacific. The San Francisco "Evening Bulletin" expressed this judgment: "It appears to us that the College of California is founded on an idea exactly consistent with the position and wants of our community. From many States and various sections we are growing to be one people; and the next generation will have more of unity than the present. . . . Let, then, the basis on which the institution shall be founded be Californian, in the sense that while various sectionalities and opinions shall be received into the board of trustees, they shall be united, harmonized and lost in the grand idea of educating the youthful Californian in all the elements of sound learning, under the pervading and controlling influence of the Christian religion in the most liberal acceptation of the term. To this end let, if need be, the North give up, and the South hold not back; let good and great men of all sections work together; let Scott and Crockett, Thornton and Stanley, with Waller, Billings and Anderson, Willey and Walsworth, Brummagim and Rankin be found on its board of trustees. Let it be the grand consummation of their labors and efforts to found an institution whose alumni shall attain to the highest standard in scholarship, whose religion shall be Christian, and whose principles and character shall be wholly Californian."

The Synod of the Pacific when it adopted the resolutions for the establishment of a denominational institution had named as one of the ten regents Mr. Frederick Billings, a leading member of Dr. Anderson's church, and a trustee of the College of California from the time of its incorporation. In a letter which he wrote soon to the Rev. Albert Williams who had notified him of his appointment, which letter was given a few days later by Mr. Billings to the newspapers, he expressed painful surprise at such action, saying then: "I am quite sure that more than one member of the synod must have known my uniform and decided opposition to any separation of the Old School Presbyterians from the Protestant denominations who have united in the great work of rearing in this State a college of the highest order, consecrated to liberal and Christian learning."

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[9] "The San Francisco Evening Bulletin." "The Pacific Expositor," November, 1859.

This letter by Mr. Billings is vital to an understanding of the situation at that period in the life of the College of California. Along with other letters and the newspaper comments thereon it affords also other information of much value historically. Here were at work opposing ideas and forces which were to eventuate in shaping the future of higher education in California—to make and unmake educational institutions. During those few weeks the latter part of 1859 it was unwittingly decided that there should be in all Northern California for nearly a century at least only one Protestant Christian college—the one established in 1851 by the Methodists; that the College of California should become soon an integral part of a State University, and that attempt after attempt to establish institutions operated under direct Christian influences, as everywhere throughout the East, should end in failure.

Mr. Billings had seen Mr. Williams personally before he wrote the letter of October 13, 1859, and some of the things therein link up with that conversation. "Certainly I have had but one view of the matter," wrote Mr. Billings; "and that directly opposed to the action of the synod which proposes to the Old School Presbyterians of the Pacific Coast to stand by themselves and have a purely Old School Presbyterian college or none at all. This is not, in so many words, the resolution of the synod; but it is its essential meaning and effect. In other words, the synod has virtually declared that there is no common ground upon which individuals of various religious denominations can stand in the great work of establishing a system of education in California, and particularly in the great work of building up a great university—thus proposing to make our system of education ecclesiastical and our schools and colleges sectarian. To such views, certainly for the Pacific Coast, I cannot subscribe; and especially so far as they relate to any movement for a university. That is a work inviting and demanding the union of the wealth and energy and intelligence of all friends of liberal education, to whatever denomination they may belong. It is a work requiring far more material aid for its full development than is likely ever to be furnished by any one sect. It is a work whose breadth of foundation and scope of purpose should be large enough and catholic enough for all denominations, and into which sectarian differences and divisions should find their way only to be lost. And so it is a work in which every denomination should make haste to have its share of labor and glory and blessing from the beginning to the end. To split up the Protestant Church in this matter; to divide its forces and scatter its strength, and set every sect after its own college, is to create many feeble, sickly, dead-and-alive institutions of no force and no use in place of one grand, vigorous, healthy university, ever waxing strong in strength and usefulness. Besides it is to magnify the divisions of the Protestant world, foster their increase and thrust them where they do not belong, when it should be the special business of every good man, particularly in these latter days and in these new fields, away from old channels, to see how much and how well the various denominations can work with and for each other, and not how much and how well they can work against each other.

"I stop not to discuss abstractly whether this fraternal union of the various Protestant denominations in the great work of building up a grand university is compatible with the lines of division which formally separate them. I assume and assert that, practically, these lines, even in a higher sphere than that of education, should be indeed lines having neither breadth nor thickness; that here in California, more than elsewhere in the world, it is so coming to be understood, and that good men regard them as but colors marking, not how many forces are opposed, but how many forces are united. And I assert further, that in this very matter of a university, the practicability of the genial union of denominations is in a fair way of successful illustration in the development of an Institution already under way, to the support of which all sects are invited and in the management of which all are tendered their share of control.

"And I beg leave further to assert that no denomination should admit the possibility of a failure of this undertaking, inviting the union of such forces and leading, if successful, to such splendid results; much more that no denomination should contribute directly to its defeat by a counter movement within itself and for its own account, until it is proven beyond all question that in this Christian age there is no high tableland of union where earnest men can stand and work together for grand purposes; or, in other words, until we are ready to admit that each denomination loves itself better than the Truth—an admission so humiliating and so pregnant with evil that I sincerely hope the denomination to which I belong will not lead off in the sorry confession.

"And besides, it is in my humble opinion a virtual condemnation of the grand American system of education, which repudiates ecclesiastical instruction and sectarian education; has its beginning in the school common to all and proceeds on in schools of a higher grade, but still common, and cannot find its true development until crowned by a common university built up, sustained and made powerful by the united support of all good men who are patrons of true learning."[10]

Mr. Billings concluded his letter with an expression of the hope that the action would be rescinded at the next meeting of the synod and also the conviction that the great body of the members of the Presbyterian Church would not indorse the position taken by the synod.

On the 19th of October the "Alta California" had an editorial with the caption, "The Modern Educational System," in which it was observed: "The subject of popular education is one that necessarily engrosses the warmest wishes of every good citizen of California; and whenever an attempt is made to build up a new educational institution in our midst, it is deserving of the most liberal encouragement, provided it is not sought to erect it as a competitor to another of a similar class, which requires all the public aid that can be given to place it upon a flourishing basis and develop its utmost strength. Educational institutions, like all things else that form one of the attributes of a civilized and refined society, if reduced to the level with the ordinary affairs of barter and exchange, may become so numerous as to feed upon themselves, and thus destroy themselves by exhausting the strength and ability of each other."

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[10] "Alta California," October 19, 1859. "The Pacific," October 20, 1859.

Attention was called then to the letter in another column which Mr. Frederick Billings had addressed to the Rev. Albert Williams declining the appointment by the Synod of the Pacific as a member of the "board of regents in the cause of education," and it was editorially declared: "The reasons given by Mr. Billings for this declination are terse, logical and sound." The "Alta California" said further at that time: "Let us bend our energies and our means to the establishment of a State Protestant University such as shall fill all the requirements of the present and other generations yet to come. Let us unite upon this one question with that singleness of purpose that always ensures success and let us not divide our strength into factions, that shall render us powerless to help ourselves in that all-important matter. California is neither in extent so densely populated as to require a number of collegiate institutions. She requires at present one grand university that shall receive the aid which a concentrated public effort can give to it and should not be made to suffer under the ban of sectarian discord in her educational system."

At that date in the history of our country State universities had not been successful. When in January 1857 Horace Bushnell framed and issued his "Appeal" to the people of California to rally for the support and upbuilding of the College of California he stated: "A remarkable fatality has attended efforts to create universities by State patronage. The State of Alabama set apart $500,000 for the uses of a university which, I believe, has come to a full end already both as respects the fund and the institution. Ohio University has fallen from a state of temporary promise in the same manner. So of others. And this for the manifest reason that the State university becomes, of course, a mere prize for placement subject to all the contests, agitations and changes of dynasty that belong to party politics. . . . The faculty comes in at the same gate with the constables and marshals. The professors that are ins and the professors that are outs have the same things to say of each other as other kinds of office seekers, and their dignity is of the same order. Meantime the students are rushing into the cabals of party to oust some obnoxious president or professor, and he on the other hand is called to administer the discipline in peril of a retaliatory discipline that takes away his bread."

For these and other reasons friends of higher education declared for an educational institution on the broad, catholic plan of the College of California.

Mr. Williams made reply to the letter from Mr. Billings and this reply found place in the newspapers.

The gist of the reply, aside from some cutting personalities, is found in the statement that the Synod of the Pacific could not rightly be so judged "for desiring to prosecute the work of education in its own sphere, in its own way, according to its own ability and in a humble reliance on Divine Providence;" and the charge was that Mr. Billings was regarded as "the exponent of an institution which seeks to appropriate to itself the entire field and to subsidize at its pleasure all branches of the Protestant Church in the commonwealth." "And in this view of the case," wrote Mr. Williams, "I regard your various pleadings collateral issues, assumed positions, imagined results and all your direct or indirect discussion of theories purely abstract as only a begging of the question in dispute. And I may yet further add, the liberality, harmony and 'genial union,' which you so complacently claim, I very much fear will be found to be only terms forged upon the principle of 'lucus a non lucendo'."

Under the caption of "The Synod and Its School" the November number of "The Pacific Expositor," edited by Dr. Scott, reviewed the action of the synod and resultant events, and defended the movement for the denominational institution, saying in conclusion: "Our flag is nailed to the mast head. Our system is liberal and not offensively nor obtrusively sectarian, but our religion is a positive one. We are acting also in good faith to the Church to which we belong, and we have its sympathies and will have its help."

In the next number of "The Pacific Expositor" Dr. Burrowes made an elaborate defense of the action which had been taken by the synod. The movement went on and in December 1859 the projected institution was opened in the basement of Calvary Church. In the January number of his monthly publication Dr. Scott announced the opening of the school "with promise of most satisfactory results." Mentioning at that time the raising of a considerable sum toward an endowment of $25,000 for a proposed college in Yolo County under the direction of the Methodist Church, South, he remarked: "We hope to live to chronicle the raising of four times twenty-five thousand dollars for the University of San Francisco, under the care of the Presbyterian Church." There was mention in that connection of the great and far-famed University of Edinburgh, in Scotland, and it was asked: "Who is there in California that will endow the University of San Francisco, that is to be, and will exert a hundred years hence an influence on mankind equal if not superior to all that the glorious old University of Edinburgh has ever done?" And Dr. Scott declared then: "There never was since the foundation of the world a better opportunity for men of wealth to make an investment for an immortality of influence on the world than is now offered for the founding of a university in this city. Its position and its great future and the races here mingling that are to rule more than half the American continent, and full half of all the worlds embosomed in the Pacific Ocean, besides their share of all Asia—all combine to make this city the seat of a university for future ages and generations which in point of influence on mankind will rival those of any past age, from the Academy of Plato to the Smithsonian Institute."[11]

The Organic Basis Of The College

The experience through which it had been going the latter part of the year 1859 led the College of California to appoint on the 30th of December a committee to frame for adoption and publication at as early a date as possible a statement of the basic principles on which the institution had been conducted from the time it had been incorporated as a College in 1855. This resulted in the adoption on the 1st of March, 1860 of the following "Organic Basis.":

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[11] Dr. Scott's hopes for a great university in San Francisco, denominationally controlled, were never realized. City College had a struggling existence for a few years as a preparatory institution, and then ceased to be. About ten years after it was founded the Rev. Dr. William Alexander, later a professor in the Presbyterian Theological Seminary at San Anselmo, was called to be its president. He wrote concerning it some years ago: "It had gone behind financially and was in debt about $30,000. . . I found there about forty little boys. You can judge of my dismay. I thought I was asked to preside over a college. My obvious dissatisfaction led to a private interview with a committee of the board of trustees. It was agreed between us that if I would take the boys and bring them on until I had a class ready for college it would

"The College of California is an institution designed by its founders to furnish the means of a thorough and comprehensive education under the pervading influence and spirit of the Christian religion.

"The bonds which unite its friends and patrons are a catholic Christianity, a common interest in securing the highest educational privileges for youth, the common sympathy of educated and scientific men, and a common interest in the promotion of the highest welfare of the State, as fostered and secured by the diffusion of sound and liberal learning.

"In accordance with these considerations, and in order that the institution may never come under the control of Church or State, or any branch of the one or denomination of the other, they adopt the following Organic Rules; and to the observance thereof they publicly commit themselves, and so far as in their power, they commit their successors, to the end of time:

"Rule I. Such trustees shall be elected from time to time as shall fairly and equally represent the patrons and contributors to the funds of the Institution, provided, (1) A majority of them shall always be members of evangelical Christian churches, and (2) Not more than one-fourth of the actual members be of one and the same Christian denomination.

"Rule II. In the election of professors, preference shall always be given to men of Christian character; and the president and majority of the faculty shall be members of evangelical Christian churches.

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give them time to pay off the debt, and they would provide additional instruction as fast as it was needed. I did so. In the three years I was there I had a lot of six young fellows ready for the freshman class in any college—and the trustees had not done a thing, and I had come to believe that they never would, and I resigned. Unfortunately that was the beginning of the end. They put an Englishman in who said he could make money out of it. In a year's time they had neither money nor School left. Then they sold the lot and moved the building out on Haight Street. . . . But they soon got in debt again and lost the whole thing under foreclosure." The effort by the Presbyterians to establish University Mound College in San Francisco failed also. Other efforts in later years to establish a Presbyterian college in Northern California failed almost at their inception. The first effort and the last were nearly fifty years apart.

"Rule III. Founders of professorships shall have the privilege of naming them, and defining the branches of learning to which they shall belong, and prescribing the religious belief of the incumbents, subject always to the acceptance of the board of trustees."[12]

In that connection it was stated: "Between two and three years ago, the trustees adopted substantially the principles which they have now formally promulgated, and since that time they have as far as possible carried them into practical effect."

The 10th of March 1860 the "Alta California" published the Organic Basis and remarked: "The Alta has heretofore declared itself in favor of the College of California. It is well known that the Eastern States are full of little colleges, built up by religious sects and local and individual interests; and in consequence of their multitude all these are poor and weak, and almost contemptible as compared with the great universities of Europe. There is a tendency in California to imitate in this respect the example of the Eastern States. Every sect wants its little college and its schools. The Catholics have the largest, and if numbers prove excellence, the best schools for boys and girls in the State; and it is a disgrace to the Protestants, who are so numerous and wealthy, that they are so far behind. And why should they not unite? Does not union give strength in institutions of learning? Or, can they not work together? Is there a feeling of hostility between the different sects? Certainly there should not be; and as they unite in the Young Men's Christian Association and the Tract Society; so they should in educational enterprises."

The "Alta" then expressed the opinion that the College of California had not made proper effort to enlist the interest and cooperation of the denominations not identified with it. The suggestion was in effect that a formal official invitation be extended to the synods and conferences of the various sects to enter into vital connection on the college board through representatives of these churches chosen and instructed by the religious bodies with which they were connected.

A few days later the "Alta" printed a communication from one of the trustees of the College of California in which was shown the misconception the paper had of the basis on which the College had been established. As to the ecclesiastical control and direction by all denominations that would accept an invitation as that suggested by the Alta editorial, the trustee stated that it would be in violation of their great idea: "That idea is, that Christian men may and can unite in so noble an enterprise as that of providing the means of a thorough and Christian education for the youth of our State, forgetful of and indifferent to all denominational differences between them; none striving for the mastery, but all working together heartily in the cause, doing themselves all in their power to promote it, and using with singleness of heart all their influence to secure the aid and sympathy of others. We do not call upon presbyteries, conferences, associations, or synods, to join with us, and select their representatives in our board of trustees, to be engaged probably in a constant strife among themselves for a predominance of influence in the management of the institution, but we call upon Christian men, without reference to the narrow walls that divide them from each other—upon the friends of education, upon philanthropists, upon patriots, and all good citizens of the State, to join us in building up an institution which shall be a credit to the State, and supply what every thoughtful mind must see is the great necessity of the State. Nor do we invite pupils from the families of any particular denomination. We invite all who will to come. We will endeavor to make them not sectarians, but scholars. That is our appropriate work, and that we will try to do.

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[12] College of California Record Book. Comptroller's office, University.

"If there are those who do not approve our basis, and think they have a better one, by all means let them do their work in their own way, and let there be no controversy between us and them. But, until they have good evidence to the contrary, let them at least give us credit for sincerity in the announcement of our principles. . . . If the members of any religious denomination have not, in their opinion, had a sufficient voice in the management of the College the door is wide open for them to come in, and the friends of the institution will most heartily rejoice in their sympathy and cooperation."[13]

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[13] In accordance with this Organic Basis and its practice from the time of its incorporation the College of California had on its board of trustees representative men in several of the leading denominations and men also without membership in any church. General John C. Fremont

THE COLLEGE BELL

Among Professor Durant's unpleasant experiences in the year 1859, was one which turned out happily very soon, which happy ending led to the writing by him of a poem entitled "The College Bells."

In one of the later months of the year 1858, probably at the time when the new building was first occupied, at the opening of the College School work for the year 1858-59, a fine-toned cast-steel bell had been procured in San Francisco and installed in the tower of the new building. It did the usual bell duty about a year—all that time, however, being in danger of removal from its place of honor and duty and returned to the firm in San Francisco and sold for other than college uses. The bell, fortunately, escaped that fate and is now one of the prized relics of the University of California. It had place in the procession when the fiftieth anniversary of the College of California was celebrated by the University in 1910.[14]

This historic bell was loaned to Professor Durant by a San Francisco hardware firm, the Professor hoping that some one could be found soon to donate $100 for its purchase, the firm having volunteered to donate $55—the price of the bell being $155. No donor being found and no money from any source being available for the purchase of the bell, the firm finally notified Professor Durant that they could not wait longer for

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was a member of the board from 1860 to 1862; the Rev. Thomas Starr King, the far-famed Unitarian preacher, from 1862 to 1864; Bishop Kip of the Episcopal Church, from 1856 to 1859; Rev. D. B. Cheney of the Baptist Church, from 1860 to 1864. Among the outstanding business and professional men were: Judge R. H. Waller, W. C. Ralston, William Sherman, Anson G. Stiles, Gerritt W. Bell, Peder Sather, Ira P. Rankin, F. W. Macondray, William Alvord, Robert Simson, F. W. Page, Robert B. Swain, J. W. Dwinelle, Colonel J. B. Crockett, Dr. A. Wilder, Hon. Edward Stanley, William Norris, R. B. Woodward, Edward McLean, Mark Brummagim, Hon. Sherman Day, Frederick Billings, E. B. Goddard, A. B. Forbes, J. W. Stowe, Jacob Underhill. In addition to the ministers on the board already named in this note there were: Drs. A. L. Stone, H. M. Scudder, James Eells, E. S. Lacy, Horatio Stebbins, J. A. Benton, E. B. Walsworth, T. Dwight Hunt, Henry Durant, W. C. Anderson, Laurentine Hamilton, S. B. Bell, and S. H. Willey. These men served terms of varying length—some being members of the board from 1855 to 1870.

[14] The steps by which this poem was linked with the bell which passed from the College to the University were given by the writer in an article in the "Berkeley Gazette" for December 14, 1922—in a series entitled "The Sixty-fifth Anniversary of the Selection of the Site of the University." See University Archives for the series.

payment. One morning at the chapel exercises he told the students that the bell would have to be taken down and returned to its owners in San Francisco. Three of the students, Messrs. Dayly, Lyle, and Low, immediately asked for leave of absence that day; they went to the city, raised the needed $100 from friends of the College School, paid it to the hardware merchants and went back to Oakland with a receipted bill, which with joyful hearts they handed to Professor Durant. Gratified by what the students had accomplished, Professor Durant wrote the poem:

"Bells! Bells! the College bells!
How their merry chiming spells
Stroke upon stroke—stroke upon stroke,
In syllables, hastily, trippingly spoke.
Pleasures of playtime—how they run,
Passing—passing—passing—done!
Swing slowly now, as the halls they press,
Those youth in the rush of their joyousness;
To its own dear home, its home of thought,
The soul, by the chime of the bells, is brought,
As into a holy presence there,
It were stepping through the gates of prayer.

"Bells! Bells! the College bells!
How their very silence tells
The stillness of the study time,
Till wakes again their merry chime
Upon the merry players out
And stills again the merry rout,
And to its home again recalls
The soul as round it slowly falls
The curtain of the secret breast
As calmly as a Sabbath rest.

"The College bells! Yes, ring them on
As they have rung through ages gone,
Till with the fall of their final chime
Eternity succeeds to time!"

An Effort To Secure Funds In The East

In accordance with the arrangement in the latter part of the year 1859, the Rev. Martin Kellogg entered upon the College of California work early in the year 1860. The effort to establish the College had met with such commendation in educational and religious circles in the East that hopes were entertained for the pledging of a considerable fund there for an endowment, and Professor Kellogg was assigned to that undertaking.

Reaching New York early in May he began elaborate and well-thought-out preparations for the canvass. He published, among other things, in pamphlet form an admirable statement concerning the College—the need for it, the demand for it, what had already been accomplished in the preparatory school, what California had done for it and was then doing. Stating that the effort then was to raise $50,000 and that Eastern friends of Christian education were being asked to give one-half of it, Professor Kellogg proceeded to give reasons for such a request. We read important pages of California history when we read such documents as Professor Kellogg put forth in the Atlantic States in 1860 and also in the report which he made to the trustees of the College of California soon after his return in 1861. And we read not only California history but some pages of national history as well.[15]

"California is not as rich as is commonly thought," declared Professor Kellogg. "It is the 'Golden State' for others far more than for Californians. The gold flows immediately out of the State, chiefly to these Eastern communities.

"The wealth is not in the right hands. Most who have gone thither have gone simply to get gold, with no care or concern about the permanent interests of the State. It cannot be expected that they will help endow colleges. If they get money, it is not expended there; at least, not for such objects.

"The reliable friends of a thorough Christian culture are a comparatively small class. It is so even here. How must it be there? The churches are few, and of small membership. For example, all the Congregational churches in the State have scarcely as many members as Dr. Hawes' church in Hartford. All the New School Presbyterian churches have less than half as many as the Rev. T. R. Smith's church in New York City. The churches of both these denominations together, in California, have a smaller membership than that of a single Congregational church in Brooklyn. A similar comparison might be made in respect of that of Old School Presbyterian churches and of others.

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[15] "A Statement in Behalf of the College of California" (1860), a pamphlet of twenty-two pages. University Archives.

"Our friends are mostly among the men who build churches, and the churches are still heavily burdened with debt. Our College helpers cannot now do as much for us as they can a few years hence when church debts are lifted. . . ."

"It is with our College as with a home missionary church: It needs help in starting. If it is wise to aid home missionary churches, it is wise to aid what may be called a Home Missionary College."

Professor Kellogg's fine appeal, of which this statement and this excerpt give a very inadequate conception, was heartily seconded by a large number of eminent ministers in the East and by several men of prominence in other professions. Horace Bushnell declared that Professor Kellogg ought to have $200,000 instead of $25,000; and, lifting the need and the opportunity in California far above other needs and opportunities, Bushnell said to the people of the Atlantic states: "I have no hesitation in saying that it is a matter of greater interest to religion and the future of our great country than any twenty of the new colleges of our Western States. Without it, society in California has but a slender hope."

Professor Henry B. Smith of Union Theological Seminary, said: "Aid rendered at this critical period of its history will enable it to exert a most auspicious influence upon the religious character and general culture of the whole State of California."

Unexpected difficulties were encountered soon. There were so many interests at home asking aid that the benevolent sympathies of the people were found to be absorbed. Moreover, the calls for help for colleges, academies, theological seminaries and other worthy institutions in different parts of the country westward, had been many and persistent. President Marsh of Forest Grove, Oregon, for example, had been in New York for a year and a half soliciting funds for "Pacific University," an institution in existence today as Pacific College. Further, as President Wayland of Brown University had remarked to Professor Kellogg, the churches, by costly buildings had "crippled themselves for giving."

All that Professor Kellogg was able to accomplish during the summer of 1860 was to lay the foundation for a later work and to gather here and there a few small sums. He was, however, cautious with respect to the solicitation of small amounts, fearing that it might operate against the larger effort later. He had supposed his harvest time would come with the return of the most well-to-do business and professional men from vacation and the usual opening of fall trade. But he was told then that he must await the end of the presidential campaign and the outcome thereof. With the election of Abraham Lincoln the country faced a crisis which made business men pause and nerve themselves for—they knew not what!

With the hope that the skies would brighten, Professor Kellogg remained East during the early months of 1861, and returned to California only when summoned by the board of trustees to enter upon his work of instruction in the College for the year 1861-'62. He returned almost heart-broken, having secured less than twelve hundred dollars, about half of which was for endowment, the remainder for current College work,—all of which was turned over to the College—he insisting on paying himself an expense bill of several hundred dollars. The closing words of Professor Kellogg's report were:

"Had I been connected with any stronger institution I should hardly have returned to it at all—in the face of so slender personal prospects. I came to do what I could, for a while in the department of instruction, leaving it for the future to determine what is duty, and hoping that Providence will help us all to a successful working out of our problems."[16]

Dedication Of College Site

Despite all these and other difficulties, on the 16th of April, 1860, trustees and a few other friends of the College gathered on the beautiful and commanding site and consecrated it forever as a Seat of Learning. Twelve men stood there that memorable day, on the large rock on the north side of the grounds, later named "Founders' Rock," and the prayer was that the site thus dedicated might be forever a help and blessing to the youth of California—a center and a source of usefulness throughout the nation and the world. Nine of the men participating in that service of dedication were trustees:

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[16] College of California Reports to the Board of Trustees. University Archives.

Samuel H. Willey, Henry Durant, Frederick Billings, E. B. Goddard, Ira P. Rankin, Edward McLean, E. S. Lacy, W. C. Anderson and D. B. Cheney. Three persons who were not trustees stood on that historic rock that day in 1860. The only name of the three coming down the years being that of James H. Warren, who was at that time the editor of "The Pacific," and who wrote editorially a few days later:

"There is not another such college site in America, if indeed anywhere at all in the world. It is the spot above all others we have yet seen or heard of where a man may look in the face of the nineteenth century and realize the glories that are coming on. Before them was the Golden Gate in its broad-opening-out into the great Pacific. Ships were coming in and going out. Asia seemed near—the islands of the sea looking this way. Many nations a few years hence, as their fleets with the wealth of commerce seek these golden shores, will see the University before they see the metropolis, and their first thought of our greatness and strength will be impressed upon them by the intelligence and mind shaping mind within the walls of the College more than by the frowning batteries of Alcatraz."

CHAPTER XVI.

OPENING AND ESTABLISHING THE COLLEGE

The College of California opened its doors to several eager students in September 1860. Ten young men constituted the freshman class.

The beginning of the College work brought some new financial problems. The latter part of the year 1859 the Rev. Isaac Brayton had assumed the financial responsibility for the College School which was to be conducted by him under the general supervision of the board of trustees of the College of California both as a preparatory department of the College and for the furnishing of such instruction as might be sought by those who desired the education not to be acquired then in the public schools. The College School had been prosperous for some time and it continued to be prosperous. Under the arrangements, however, with Mr. Brayton it could not be expected to bring much revenue to the College. There was some income in way of rentals, and Professor Durant was employed by Professor Brayton for the teaching of some of the College School classes—thus relieving the College of a part of the former's salary. Professor Kellogg was prosecuting the effort in the East both for temporary and permanent endowment purposes, and the teaching work for which he had been called was done in the main by Professor Durant in addition to that of his own department. It was heavy work with little pay.

The close friends of the College subscribed and paid in from time to time funds needed to keep it going the first year of its existence as a working institution. But the treasury was empty sometimes because of a lack of promptnesss in making payments. Within six months after the opening Professor Durant had what was doubtless the most trying experience of his life as an educator in California. The only information concerning this experience is in a letter which he wrote to Mr. Willey of San Francisco, the secretary of the board of trustees of the College of California, on the 4th of March 1861.[1]

A few days previous to the 4th of March Dr. Willey evidently had written a brotherly letter to Professor Durant in reply to one theretofore received from him. Accordingly that day in March Professor Durant wrote prefatory to the painful disclosures that he was about to make:

"I feel greatly obliged to you for your fraternal letter of Saturday evening last. I did not mean that you should do anything about raising money or relieving me in any way at the present time. It was possible that something might be paid into the treasury from the old subscriptions. I know how entirely you must be taken up with your profession and domestic duties. I sympathize with you, and I have done so ever since I first became acquainted with your great and good purposes and labors; and I have wanted to find myself so situated that I could return some of your kindnesses to me, in a way to lighten your burdens, much rather than cause you more and more trouble. But, dear me! Life I believe is all a probation, and our best helps possibly are our trials."

There was next some reference to other College matters, along with suggestions thereon; and then Professor Durant continued: "What I am to do with myself I do not know. I should be sorry to step out of my duty, in regard to the College, but duty ceases with ability. When I am receiving express-letters from San Francisco, and am asked on the street, and elsewhere, to pay bills which by all means ought to be paid without delay, I cannot feel easy to put off payment, nor can I be allowed to do this much longer. Were I to go into the details of my indebtedness, I should startle you, and feel myself like Aeneas recounting his own misery in telling the Story of Troy."

Professor Durant did, however, enter somewhat into the details. There was rent to the amount of $40 overdue; there was a tailor bill of $60 that must be paid before next steamer day; grocery bills at two stores amounted to $140; there was a wood bill of $12, and he had been notified that no more wood could be had until that bill was paid; there was an attorney's fee of $35; there was a "College Bell" bill of $90—the College as well as the College School needed a bell, and apparently

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[1] Book of Pioneer Letters. Pacific School of Religion.

Professor Durant had obligated himself for one. On this bill special emphasis was laid in his letter by the words in parenthesis, and underscored; "It must be paid for now!" There was borrowed money amounting to $400 and $40 interest overdue, and the payment of both interest and principal had been requested. The whole amount that should be paid at once was $932; and there was more that could stand. All this, wrote Professor Durant, "and not one cent of income from any source whatever." Asking, "What is to be done?" he remarked, "The College owes me enough to pay all this amount." Mention was made of a recent reduction which he himself had proposed. And then his words were: "If we cannot carry on the College we might as well so understand it. To help it through its present distress I was willing to relinquish a considerable part of my salary. . . . I do not intend to leave the class just here. I would like to see it through the year and have an examination before the trustees or some competent gentlemen who may take an interest in the matter."

Professor Durant stated in the letter that he had borrowed money to such an extent that he would not attempt it any more, that he had dreamed the previous night of asking from someone a small loan, that he had polite treatment but could not be accommodated. He protested against the asking of money for him personally by any one, saying that what he wanted was pay for his services from those who received it. In addition to his salary as College professor, which apparently was $100 a month, he was receiving $50 a month from the Rev. Isaac H. Brayton, who was conducting the College School at that time on his own responsibility — Durant having some classes therein; but he received no cash from Brayton, being in debt to him for borrowed money. With the College so much in arrears on his salary, it is not surprising that debts piled up until he was nearly crazed by his humiliating experiences.

With respect to it all, he wrote: "If there is any position on earth that I abominate, and that I would hang myself for getting into, it is the very one into which I have been beguiled by this our receding prospect of 'a better time for the College coming'." Among his concluding words were these: "It may be that I shall worry through another year of College duty, or it may be that I shall not be allowed to trespass that much longer on the abused patience of my many creditors." And finally: "I shall make the matter a subject of most serious and prayerful thought today, and up to the time of deciding upon final action." He suggested also that the praying members of the board of trustees meet once a fortnight for the purpose of praying and deliberating over the religious condition and prospects of both the College and the College School, remarking then, "We are going wrong!"

It became evident soon that the College of California, if it was to be successfully established, must secure some capable man who would devote himself to its financing and also enlist the interest of people in it in such a manner that more of the youth of California would avail themselves of the educational opportunities which it afforded. An effort was made early in 1861 to secure for such purposes the services of Rev. E. B. Walsworth of Marysville, a member of its board of trustees and one of its most earnest helpers from the time it had opened as an academy in 1853. Mr. Walsworth declining to accept the call to act in this capacity, the board turned next to its devoted secretary, the Rev. S. H. Willey of San Francisco. When this action was taken, on the 24th of June 1861, Mr. Willey was away on a vacation. In a statement which he made to the board of trustees on the 24th of September he remarked that he had at once given the matter earnest consideration with an endeavor to ascertain whether the exigencies of the College were such as to make such a step on his part—even for a limited time—necessary and justifiable. His conclusion was that the real interests of the College did not absolutely require it, that the needs could be met temporarily by certain suggested effort; and, moreover, that the menacing condition of national affairs at that time, the Civil War having begun, made it unwise to enter upon any enlarged plans—certainly, so long as the existence of the institution could be maintained without it.

The 5th of February 1862, by resolution of the board of trustees, the office of vice-president was created and by a hearty unanimous vote the Rev. E. B. Walsworth of Marysville was elected to that position. It was further resolved that he be requested and authorized as vice-president to act as fiscal agent of the board of trustees and that the salary be $3,000. a year and traveling expenses. In his reply to this call on the 7th of March 1862 Mr. Walsworth stated: "After much careful thought I have decided that it is best that I should decline the office to which the board of trustees has elected me. But, though I have been led to this conclusion by the conviction that it would be better for you and better for myself that I should not accept the office in question, I thank you very sincerely for this expression of your respect and kindness. You will allow me also to add that I shall ever be ready in the future as in the past to give whatever of time and labor I can devote, consistently with other duties, to promote the interests of the institution of whose complete success I have not a doubt."

Three weeks after this declination was received there was an occurrence in San Francisco which stirred the friends and trustees of the College to decisive important action. It was the public announcement of the resignation of the Rev. S. H. Willey as pastor of Howard Presbyterian Church, and the statement that he had already engaged steamer passage to the East for himself and family, and was planning after a period of rest, to take up ministerial work there. Threatened with facial paralysis, physicians had advised the laying aside of pulpit work for awhile, and impelled by this necessity the church had accepted his resignation. Mr. Willey had special reasons for remaining in the East after the rest which physicians believed would restore him to health. In his letter of resignation he stated: "I came to California something over thirteen years ago directly from my studies, with of course a very limited advantage of acquaintance with men and things, and without any such broad observation as is necessary to fit a man in my profession for his life work. Almost the whole time of my residence in this country has been passed in this place as pastor of this congregation. Although my duties have been exceedingly varied, pertaining not only to this church but to missionary work in the State, to education, etc., they have given me experience and observation only such as belong to a new country. I wish, if it is the will of Providence, to pass a portion of my life in older society, and in scenes somewhat different from these. And I think that to do so will not only be of advantage to me but that it may fit me to return to this State, if the way is open, and be all the more useful hereafter."[2]

Without exception the feeling was that Mr. Willey's services for California and for the College of California must not be lost even for a few years, and with the hope that he might be persuaded to remain he was on the 27th of March, 1862, elected vice-president of the College, and as such officer he was to discharge all the duties of president until that indefinite time in the future when the College would be able, as it had been hoped from its inception, to command the services of some man of eminence in the East.[3] By separate resolution that same day he was made also the financial agent and manager of the institution.

Decision with respect to this call was not easy. He doubted his fitness for the work; and the soliciting of money was something for which he had no liking. On the other hand there was the united voice of the board of trustees that preeminently he was the man for the place, and an expression of a determination on their part to cooperate and sustain him with all their powers. Before him also during the days for decision was a letter from Professors Kellogg and Brayton which declared with respect to the successful operation of the College: "This success which no man desires more than you, depends very largely on the suitable selection and securing by the board of an efficient man in the position now sought to be filled; and not on his individual efficiency alone but upon his being a man in harmony with those now engaged and with the history and spirit of the College. We who are upon the ground can think of no one with whom we could cooperate so perfectly as with you, and if you should decide to accept we shall think it very providential that the place waited to claim you."

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[2] College of California Documents. University Archives.

[3] For several years it was thought that Dr. Bushnell would return to California and take the presidency of the College to which he had been called in 1856. Formal declination having been made finally the College in 1863 sought Professor W. T. Shedd of Union Theological Seminary, New York, for the position. Dr. Shedd declining, Professor R. D. Hitchcock was called. He declined also. No further effort was made and Dr. Willey, the vice-president, continued to act as president until the College became a part of the University. Before Dr. Shedd was called an endowment of $25,000 was subscribed, contingent on his acceptance and coming. There were fourteen $1,000 subscriptions, among the persons subscribing that amount being Governor Low, Thomas Starr King and Henry Durant. Many of these subscriptions were re-made when effort was made to secure Dr. Hitchcock.

A statement which Dr. Willey made to the board of trustees soon after he had entered upon the work showed that to undertake it he had sacrificed personal advantages to a far greater extent that the board had realized. He remarked at that time: "The work, on my part, is undertaken with exceeding great reluctance—except in view of its peculiar and critical importance at this time. . . . I have neither experience in work like this nor fondness for it; and nothing but a commanding motive, such as the upholding of this College presents, would induce me to undertake it. . . . However the more I have studied the matter since I decided to undertake it, the more profoundly convinced am I of its importance. Personal considerations sink into insignificance when compared with it." And then, recalling the recent urgent solicitations and promises of cooperation, he said: "Nor would I do it now except in confident reliance on the active cooperation of the trustees, the faculty, and the friends of the College. The importance of the undertaking will be measured in the public estimation by the efforts of its nearest friends. Any feebleness here would render the work hopeless at once."[4]

At the time when Dr. Willey entered upon this work the College of California was the possessor of real property which was worth at a conservative estimate $36,600. The four blocks in Oakland and the buildings thereon were valued at $18,000; the 124 acres four miles northwest, now a part of the University site at Berkeley, were valued at $150 an acre, a total of $18,600 for that tract. The total indebtedness was $3,800, to offset some of which were a few hundred dollars in unpaid subscriptions for current expenses. The College students numbered seventeen; the students in the College School numbered one hundred and twenty-five, some of whom were making preparation for entrance into the College classes. The needs, as set forth by him at an early date were: Subscription pledges for the portion of the college year of 1861-'62, not yet concluded and pledges for the following year or two years; apparatus for use in the philosophical and chemical departments, a library, a new building and an endowment fund of not less than $25,000, the income of which would enable the board to procure for the presidency of the College some man of prominence in religious and educational circles in the East. An endowment to that amount it was figured could be safely invested so as to bring in at that period not less than $3,500 annually. The first work to which the most earnest attention was given was that of securing pledges for the current expenses for the ensuing two or three years.

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[4] College of California Reports to the Board of Trustees. University Archives.

A report which was written by Professor Kellogg on the 17th of May 1862 and adopted by the faculty for presentation to the board of trustees indicates the difficulties of the situation at that period of time. The question which the faculty had earnestly considered was whether French and Spanish, or one or both, could justly be dispensed with in some of the classes for one year. In his report it was remarked: "The gain would be the saving of some $100 a month, in a time of extraordinary financial difficulties, when the College is struggling to live and is in debt to its regular officers. It is clear to the committee that with our very limited means and in our pecuniary strait, we are attempting to do too much. It is not the time to undertake what no other college undertakes.

"There is, unfortunately, a doubt whether the College will be able to secure Professor Durant's presence the next year. If that $100 can be saved and turned to his support the doubt will be removed. He wishes to be here, and his presence is indispensable to the successful conduct of the next year's studies. As between this and the French and Spanish instruction for the year the College cannot hesitate which to choose. The one is all-important, the other can be waived. Want of money as well as want of time seems to demand almost imperatively some such modification for the ensuing year.

"Four languages are too many to grapple with in the freshman year—even for a well-fitted class. There can be no thorough drill in any of them, such as is needed to meet the general principles of language. Further, Spanish is not regularly taught in the older colleges. It has received a new prominence here, from our early surroundings. But the Spanish-speaking element in the State is now small, and must become constantly less. In a short time it will be hardly appreciable.

The literature of the language is interesting, but not such as to justify ranking it with German and French. For probable purposes of intercourse with the modern European world, it cannot bear a comparison with those languages. It is not demanded like them in polite and educated circles."

CHAPTER XVII.

CREATING INTEREST IN HIGHER EDUCATION

The years passed swiftly; the College went from attainment to attainment, and in 1864 the first class was graduated. That Commencement Day in 1864 was a long-time memorable one. There were on the Pacific Coast at that time many educated men, graduates of Eastern college and universities. Absorbed in business, even those in California were largely strangers to the College and strangers to each other. It was planned to bring them together if possible, at least many of them, get them acquainted and to as large an extent as possible interest them in the cause of higher education. A learned judge in San Francisco said to Dr. Willey, the acting president of the College, concerning those in San Francisco: "If you get a good dinner over there, you may get them over to eat that; but the literary part they wouldn't go across the street for." As the project eventuated the learned judge stood branded with poor judgment. Enthusiasm sprang up with others when the plan was broached to them. Thus encouraged, the faculty sent out letters missive, and on the 31st of May, 1864, the graduates of eastern colleges and universities to the number of one hundred and fourteen gathered in what was one of the most far-reaching, influential assemblages in the history of California. That which was called the "Associated Alumni" was organized that night, and it had a highly useful existence. Thirty years later Dr. S. H. Willey, in an article in "The Pacific", expressed the judgment that will never be overthrown — that "much of the interest in liberal education which afterward resulted in the establishment of the State University was due to the influence of that association." In an article entitled "An Alumni Meeting Thirty Years Ago," in the University of California Magazine for May 1895, President Kellogg indicated how by these gatherings "the fires of College feeling were kept alive in that early time" and remarked that no part of his time was better spent than that which was devoted to the interests of the Associated Alumni as its secretary.

Thirty-four higher educational institutions were represented in the first alumni gathering, that of 1864, all but two being American. Yale had twenty representatives; Williams, eleven; Harvard, nine; Union, nine; Dartmouth, seven; Hamilton, five; Columbia, three; Amherst, three; University of Vermont, three; University of New York, four. Among other colleges and universities having one or two representatives were: Western Reserve, Bowdoin, Brown, Washington, Lafayette, Delaware, Asbury, Waterville, Trinity, Dickinson, Knox, Illinois, University of Michigan, University of Virginia, College of New Jersey, University of Pennsylvania, Miami University, University of North Carolina, West Point.

A list of the persons in attendance who were college or university graduates had been prepared; the roll was called and each arose in response, giving the name of his alma mater and the year of graduation. The chairman of the assemblage was the Hon. Edward Tompkins of Oakland, a graduate of Union in 1834. He remarked: "It is impossible to overestimate the importance of this meeting. We stand now as they stood who at the first commencement of Yale or Harvard looked down the line of the ages that have led to us. Who then dreamed of the mighty influence that was thus put in motion? Who today dare to estimate the results that are to follow from this beginning?"[1] The person present who had been longest away from his alma mater was the Hon. F. M. Haight of Monterey, a graduate from Hamilton in 1818. All of the one hundred and fourteen have passed into the other life. The meeting lasted five hours and was replete with wit and wisdom from start to finish. The Rev. Dr. Bellows, a noted minister from the East, temporarily in California, remarked in the course of an address, "Mind before mines ought to be the motto written upon the heart of every educated Californian." Dr. Gibbons of San Francisco, prominent in the medical profession, expressed the judgment that there was in that room that night "A power caapble of wielding, and which actually would wield, to a great extent the destinies of California."

A few eminent men in the East had been invited and letters of great uplift, written by them, were read.

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[1] "Associated Alumni of the Pacific Coast." University Library.

"Your name, the College of California, stirs the pulse of every Christian scholar," wrote Professor Henry B. Smith of Union Theological Seminary. "You are truly laying the foundations of empire. . . . Let me greet you not only in the name of learning and Christian brotherhood, but also in the name of our common republic—one and indivisible!"

"Here the old and the new civilizations meet," wrote Professor Sanborn of Dartmouth. "The commerce of the world will ultimately center here. . . . The institutions which the pioneer settlers of this territory establish will hereafter determine the destiny of coming millions. It is a delightful thought that the educational interests of California have not been overlooked; that wise master-builders have been laying strong and deep foundations of a college which will yet prove a Pharos to the shores of the Pacific seas. . . . Its plan is all that could be desired. A liberal platform is laid; literature and science here find a congenial home. . . . You can hardly expect too much from this infant." And Professor Sanborn closed with the prophetic words, "It must become one of the great lights of this Western continent."

The oration for the occasion was given by Governor Booth who said: "We are assembled as fellow-citizens of the Republic of Letters—of the commonwealth of mind. . . . The natural surroundings are beautiful and appropriate. These are the groves of the Academy; yonder, Olympus lifts its summit to the clouds; here the sea that laves the Hesperian gardens rolls at our feet. The occasion is auspicious. One of the earliest institutions of learning in our State, having passed the trials and difficulties of organization, having attained a position of permanent and wide-extended usefulness invites us to join in the celebration of her annual intellectual fete. Let the day be marked with white in our intellectual calends. All honor to the College of California! How many thousands of incorporations have been formed here to develop the material resources of our coast, to enrich the fortunate holders of their stocks. How they have strewn the shores of our history with wrecked hopes and expectations! But, this one formed to develop the immaterial, the imperishable wealth of the soul, has kept her eye fixed upon her star, her course true to her mission, her garments free from taint. Today she sends into the world her first disciples, duly accredited and bearing her commission, to take their places in the warfare of life. Advance-guard of the California division of learning, pioneer-corps of the battalions of her scholars that shall follow them from these gates, may they fight a good fight, loyal to country, to freedom, to truth, and every year may each of them bring back from the contest some chaplet of victory, well won and worthily won, to lay at the feet of his alma mater, knowing that she will keep them all green, fresh, fragrant, and fadeless in her love. . May the lives of her children reflect glory upon her; and when they are dead may she still live—the heir of their honors and guardian of their names."

These gatherings of the Associated Alumni were held year by year at the Commencement time, and drew the highest talent of the State. Edward Rowland Sill wrote for one of those occasions that great poem entitled, "Man—the Spirit." An employee at that time in a bank at Folsom, in which one of the friends of the College, a Yale graduate, was interested, Sill was brought into acquaintance with the College faculty, and on invitation wrote the poem for the anniversary gathering in 1865. Very fitting at that period in California were these and other words in that poem:

"Who are we,
Clustered to-day with eyes and hands that clasp
As by some secret oath of brotherhood,
Out of the mass that jostles to and fro
Forever, without aim or hope? We are pledged
To understand, to live the truth we know,
And help men so to live and understand.
A handful 'gainst a host, we make our stand,
Nailing this thesis on the golden gate
Of the new Mammon-temples—that the souls—
The striving, praying, hoping, human souls—
Alone on earth are valuable—their end
To will God's will, because their will belongs
To him, the maker and the giver, so
Dilating to the broader destiny
Whose shadowy gateway opens from our world.

"Out of the wrinkled bosom of the Old,
New England once was born; a rock-hewn race,
Puritan pilgrims, splendidly pure and grim.
Flint-set against all sham, they rose to say

'Twas sunrise and the ghosts must vanish now
Before the living Fact: that a king's crowned head
Was but a man's head, and it must come off
Like any beggar's, when it wrought a wrong.
They freed society, the individual man
We must emancipate; they stripped all masks,
And knocked the fool's-caps off the venerable heads
Of Church and State, and tore their pompous robes
To strings for children to fly kites with.

"Here
Upon a coast whose calmer-blossoming surf
Beats not with such an iron clang as theirs,
We plant the Newer England; this our word,
That man is no mere spider-like machine
To spin out webs of railroads after him
In all earth's corners, nor a crafty brain
Made to knit cunning nets of politics
Or sharpen down to insignificance
On the grinding wheels of business, but a Soul,
That travelling higher worlds in upper light
Dips down through bodily contact into this;
As a hand trails over a boat's side through the waves,
And seems to the sea-creatures, eyed alone
For their own element, a thing of the sea.
Whether he wear the purple or the serge,
Whether he worship under frescoed pomp
Or bare-hewn rafters, it is still the man,
The individual spirit, something far
Beyond earth's chemistry, to whom all else
Are only foot-lights, scene, accessory,
Or nothing—a farce, a mockery."

One of the most inspiring addresses ever given in California was the one by the Rev. Dr. Andrew L. Stone before the Associated Alumni in 1867. When the First Congregational Church of San Francisco was seeking him for its pastor a few years before that date and the historic Park Street Church, Boston, and all New England, was determined not to give him up, Dr. Stone had written: "If I could do for California what Starr King did there for loyalty; and for Christ much more, it would be the crowning ambition of my life."

With words that were exceedingly graphic and in tones so musical that they sounded long in the ears of those who heard him that day in 1867, Dr. Stone pictured the future of

California. He told of a time when on San Francisco bay "would stand a city, the crowned queen of the Pacific, the peer in her magnificence to any throned rival on this Western continent," and then proceeded to tell why the college was wanted and needed. The citizens of California were held to be the architects and builders of the greatness here to be, and it was declared that not in indolence or neglect would the august fabric go up; that, on the contrary the strength of the fabric and the moral aspect of that greatness would depend upon the foundations early laid and the aims and uses which the builders should propose. In his prefatory words, Dr. Stone told his hearers that their citizenship in the State, their allegiance to letters and their duty as patriotic scholars constrained such consideration as he was about to undertake.

"We want the College in the new young life of the State," said Dr. Stone, "as a bond with the past." . . . The halls of liberal culture open backward into the galleries of antiquity and onward into the life of the present, giving to the exploring eye, beneath their arches, the long vista of the progress of the race."

Then, too, "We want the College in alliance with the life of the State for the security and honor of republican principles," said Dr. Stone. "The College was wanted also to correct the materialism against which all new communities contend." And the college was held up as "the court of the ideal." . . . "Its ministers serve the scepter of the unseen as though they saw the invisible. Its splendors are not jewels dug out of the earth, nor specimens of golden veins branching among the hills, but gems of ethereal luster which the seers have plucked from the heavens of God's thoughts, and brought down to shine for the guidance of human feet. Its edicts give laws to taste, establish methods for the reason, decree honors to intellectual triumphs, and declare the just rules of civil and social life—the code of all right legislation in every department of human being."

The needs of practical life were not overlooked by Dr. Stone, but it was declared that the ideal leads to the practical; that men of thought go before men of action; and that the noblest growth of California, her truest wealth, her fairest honor were not only conditioned upon, but were identical with the highest intellectual advancement. And, accordingly Dr. Stone's concluding words, were: "I summon you, brothers in letters and fellow patriots, to turn the sentiment with which this hour finds our hearts aglow into a holy purpose; that for the sake of all the highest interests of the Commonwealth with whose honor and whose story our lives are now blended, we will take, each in his sphere, and with whatever of personal influence and personal means he can devote, the fortunes of this young college of the state as a sacred charge henceforth upon our hearts. And God make her the mother of coming and countless generations of strong workers for human good and the divine glory!"[2]

It was in these and other ways that the College of California was built up and fitted to be the inceptive part of a great university.

"There should be graduated this year in California at least one hundred young men. I doubt if there will be seven," said Professor Durant at the Commencement exercises of the College of California in 1866.[3] Four young men constituted the class that year. Professor Durant had been asked to give an after-dinner talk on "The Alumni in Esse and Alumni in Posse" Including the class of 1866 the alumni numbered 12. When Professor Durant expressed the doubt whether there would be seven college graduates in the entire State that year, he must have spoken with some acquaintance with what the Methodist and Catholic colleges at Santa Clara were doing. Evidently higher education had not made much headway in California up to 1866. But seed had been sown and was still being sown which would in due time bring forth good harvests. The College School, called also the preparatory department, at that time under the management of the Rev. Isaac H. Brayton, who was also one of the College faculty, had an enrollment of 243 for the year 1865-66. The College enrollment was 25.

From the time that the College had been chartered, even during the years down from the opening of the Academy in 1853, efforts had been put forth to bring the people of California to a realization of the importance of a college education.

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[2] "Associated Alumni of the Pacific Coast." University Library.

[3] Report of the third annual meeting of the "Associated Alumni." University Library. Archives.

From 1860 there existed at the very doors of many of them and within reach of many others a college of high rank, and yet the attendance was small. Two or three years after Dr. Willey became the acting president a much more determined effort was made to awaken the people to this need. He went from city to city and from town to town, interviewing teachers and pupils in the high schools and such other school as were open and accessible, talking with parents and others, making addresses, and in every way possible working to create the interest that these pioneer educators knew must be created if life in California were to be shaped aright.

Another method of creating this interest was through the newspapers in different parts of the state. In an article published in "The Pacific" under the caption, "Send the Boys to College!" it was declared: "Of the fifty thousand boys in California, under eighteen years of age, very few will acquire an education if things are left to their natural course. Rapidly the years will be carrying them beyond the age when it is desirable to undertake a seven years' course preparatory to the active duties of life. They should be persuaded to seize upon the great opportunity now while it is theirs."

It is evident there were at that time in California many schools of different grades, some of which had assumed the name of college without having any right thereto, and there was grave danger that many young people would be satisfied with the superficial training thus offered.

The first article in "The Pacific," a sample of those appearing in several other papers, which was an appeal to parents, teachers, ministers and other educated men to lay hold of the boys and young men and lead them to the college doors, was followed by one addressed to the boys themselves. Under the caption of "Boys of California," it was asked: "Did you read in last week's 'Pacific' that call for help? 'Send the Boys to College!' We trust you did! Then you have found out that the watchmen are after you, posse comitatus, detectives, and all, and your chance of escape is exceedingly small. If you take our advice you will show yourselves at once and surrender at discretion. You are to be arrested and sent to college. Be not alarmed! The college is not a prison; you are not suspected of any crime; no violence is contemplated. The measure is a peaceable one—a sort of reunion by which it is proposed to initiate you into the Republic of Letters. . . . We endorse it with all our might. We would have the boys taken and sent to college, to be sure, but then we would also have them willing to be sent. In this way, you see, they will be doing as we please."

Thus skillfully made interested in what the College authorities were planning to do with them, the boys were told: "We would send you to college for your own sake and to gratify your own inclinations, as we would send an arrow to its own mark, or drive a ball to its own goal, by first giving you a direction of your own, and then an impetus of your own to follow in that direction. We would send you as we would send a locomotive engine, by getting up a force within yourselves to carry you. That is what we would do, and with attention on your part for a little time, we think we shall really do it."

Then the boys were told that the desire was to show them something answering to their own likenesses, something that had been made for them, and without which as a helpmeet none could ever be more than half a man.

In the course of the article, which evidently was intended for parents and teachers and other moulders of the lives of youth as well as for the boys themselves, it was remarked: "If you have so far taken the hint intended, as to have raised the question of going to college, you have doubtless started a multitude of other and lesser questions which belong to this, and which like so many bees, that swarm around a new-hatched queen, must be settled, together in the same hive. 'What is the good of going to college?' 'Whatever the good may be, does it pay? Will it pay in such a country as this, in California, and in this last half of the nineteenth century? Mining, farming, the mechanic arts, railroads, steam navigation, electro-magnetic telegraphs, politics, commerce—are not all these practical matters to be learned by use, and operated by men of practical experience?' Do we not even hear it said that theology, and medicine, are only mystified by Latin and Greek, philosophy, logic, and metaphysics, and that they would be likely to fare much better if they were left to the instincts of nature and the dictates of common sense? Fire burns, water runs down hill, plants and animals grow and come to their uses without going to college to learn how, and why should not the lords of this lower creation as well?"

This graphic, succinct statement of the objections to a college education, never more prevalent anywhere than they were in early days here in California, were replied to masterfully, and in conclusion there were set forth some thoughts to which the Native Sons of California doubtless have some indebtedness today. It was stated that positions were multiplying rapidly that could be filled only by educated men; that if the boys of California were not trained to occupy them they would be occupied by the young men coming in from other states. The members of the College faculty who wrote the articles stated that they were not disposed to lay an embargo upon genius and scholarship anywhere throughout the world, but there was protest against somewhat supinely allowing the chief places of opportunity and responsibility and influence to be filled by imported talent. They would not impute it to any lack of wisdom or ambition on the part of Californians if "John Chinamen" should be imported to do some part of the hand-work needing to be done, but they would hold it a great lack and dereliction if "John Chinaman" or any other outsider were imported to do their head-work. The word in brief was: "Let the fame of California forever be the supremacy of her sons, not merely for her adopted sons, as now, but for those who shall be native and to the manor born."

Finally, in direct appeal, the boys and through them indirectly every person interested in the glory of California were asked: "What say you, boys, to this? When you want another orator, another statesman or another general to represent your own generation—another Baker, Sherman, or Grant—will you send abroad for the man or will you hope and strive to become such men yourselves? When you want the history of California written again will you be content that it should be written as it has been by wayfarers or sojourners, or will you provide a historian of your own?"

Were it possible to do so, it would be exceedingly interesting and of considerable value to trace the influence of those newspaper articles on the future of California.

The query arises now in the mind of the writer, did Dr. Josiah Royce, the far-famed Harvard philosopher of later years, a man who by his achievements brought great glory to California and to the United States of America, ever read any of the newspaper articles of those early years, published with the intent of leading the youth of formative California to seek a college education? This much we do know: When, about twenty years later the first widely circulated history of California was published as one of the American Commonwealth Series, it carried the name of Josiah Royce as author. California had by 1886 produced and trained her own historian. And he was a graduate of the University of California, an institution which would not have been in existence when Josiah Royce was ready for college if it had not been for the pioneer educational institution, the College of California.

It is not unreasonable to believe that the probabilities are that Josiah Royce as a boy read some of those articles, heard some of those talks in the high schools and academies on the importance of a college education. He was born in Grass Valley, from which place came Professor Martin Kellogg, whose relation to the College of California and the University of California has already been set forth in this book. Coming to San Francisco, he was in the closer region of those articles and those talks, and in 1871 entered the University of California. That the College of California aided materially in the shaping of his life is beyond question.

NURTURED BY THE CHURCHES

The continued devotion to and interest in the College by the church organizations which had led in launching it as an academy in 1853 contributed immeasurably to its success. Indeed it never could have lived without that constant devotion to its interests. This fostering care was without any desire or attempt to have the institution ecclesiastically controlled.

In October, 1864, the State Association of Congregational Churches, in annual session in San Francisco, through the report of a committee appointed the year before for that purpose, reviewed the educational situation in California. The report began with an expression of pride and gratitude that the College had been established in the joint counsels of the Association and the New School Presbytery and had been fostered by these ecclesiastical bodies, "but with no desire on their part that it should be regarded as accountable to them in any other way than as every public literary or charitable institution is accountable to a Christian public sentiment." Eminent satisfaction was expressed with the Christian but non-sectarian basis of the College and with the on-goings on that basis. Around it evidently centered their hopes for higher education in California. After setting forth what the College had accomplished and was then accomplishing it was stated that there was a great need for more preparatory schools; that these should be established in all the central and more thickly populated districts, at least one in each county. It was then declared by the committee:

"The Congregational ministry have a work to do in this respect. If we would be true to our denominational history, if we are not unwilling to prove ourselves unworthy children of a wise, forethoughtful, generous ancestry, we cannot neglect these indispensable stepping-stones to a generous and Christian culture. We must not wait for a demand. We must seek to create a demand. It is one of the beneficent results of such schools that a demand for them, a general sense of need respecting them, follows their establishment. We cannot afford to wait until there is a prospect that such schools will pay their way. We might thus wait in vain forever. Some must be ready to go in advance of the demands of the people, in the way of providing for their higher necessities."

What methods should be adopted in establishing such schools, it was stated, would have to be determined by the circumstances in each case. It was suggested that in some cases the extra resources of several school districts be united to establish a high school; at other times and in other places it would be necessary to seek endowments from private sources, for it was evident that such schools could not be expected to be self-supporting for a long time in most parts of the State.

The Association report continued: "Primary and grammar schools are indispensable to these high schools, just as these are to the College. We rejoice in the constantly increasing interest on the part of the people in our public schools. We congratulate the people on the passage of a law by the last legislature levying a tax for the increase of our state school fund by which its amount will be nearly doubled. We observe with pleasure improved school-houses, a higher standard of qualifications required and obtained in teachers, and a more earnest and practical attention to their duties on the part of school officers of every grade. This is the foundation of all liberal culture, and indispensable to general intelligence, to political freedom, to our national existence, and to a developed, progressive and fruitful Christianity."[4]

But despite all that it offered and all the efforts put forth to create an interest in higher education the attendance was never large. In the catalogue for 1866 some explanation of this was given. "The state, with all this Pacific region, is yet very young—not as old as it seems. Less than twenty years have passed since its first influx of population, and it is a much shorter time since society began to take on anything like a permanent form. . . . The unsettled state of affairs, and the restlessness of the community have been unfavorable to the patience and steadiness of purpose requisite to a thorough course of study such as is insisted on by this College. Its course is as comprehensive and thorough as that of any College in the country. Business pursuits are very fascinating. Young men are strongly tempted to join in the general and eager pursuit of promised wealth. The academy system remains to be developed, and thus the College lacks feeders. It has so far depended almost solely on its own preparatory department. When good classical instruction shall be furnished in numerous academies and high schools the College must reap the benefit."

Looking Toward Every Educational Need

In order that it might meet existing needs, in the State, and prepare also for others soon to be, the College of California established in San Francisco in 1864 a "Mining And Agricultural College"—called also the "Department of Science and the Arts of the College of California." The director of this department was William P. Blake, a man well qualified for such a position. Associated with him was Sherman Day, also a man of attainment in a scientific way. In February 1864 a Memorial was framed and presented to the Legislature in which it was stated by the board of trustees: "That, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life, especially as miners, agriculturists, engineers and mechanics, and further, to promote the development of the material resources of the State and the adjoining states, they have recently established in the city of San Francisco a scientific department, under the title of 'Mining And Agricultural College,' which is now in practical operation as far as possible."

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[4] "Minutes and Proceedings of General Association of California," 1857 to 1867. Library of Pacific School of Religion.

The courses of study were outlined and it was stated that the plan would be expanded and varied as the needs might appear so as to accomplish the objects in view.

The memorialists asked then that the proceeds of the land granted under the Morrill Act be appropriated for the purpose of the newly established college and it was stated in that connection by the trustees of the College of California, asking that the proceeds of the land granted by Congress be assigned to them as a board, in trust for the Mining And Agricultural College," that they constituted an independent body, incorporated under the laws of the State, and amenable only to the State; that their sole purpose was to build up an educational institution, the only bonds uniting the upbuilders being a catholic christianity, a common interest in securing the highest educational privileges for youth, the common sympathy of educated and scientific men, and a common interest in the promotion of the highest welfare of the State, as fostered and secured by the diffusion of sound and liberal learning."[5]

Attention was called in the memorial to the future permanent site of the College of California, a few miles north of the city of Oakland, a considerable portion of which extensive tract would be assigned for the purposes of the Agricultural College; and emphasis was laid upon San Francisco as the place where such an institution, considered in its full scope, could best be commenced and sustained and rendered most useful to the State at the very beginning.

There was cited in support of the legality of such an appropriation the action of the Legislature of the State of Connecticut assigning that fund in that State to the Sheffield Scientific School of Yale College. The memorialists stated it as their desire, if their propositions were accepted, to have the governor, the superintendent of public instruction and the surveyor-general as trustees ex officio of the college, and that there should be in addition a board of visitors selected by the Legislature.

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[5] This memorial was printed in pamphlet form. One worn copy of it was found recently by the present writer among scattered discarded papers relating to the College of California and will be deposited in the archives of the University soon.

The committee of the Legislature to which the memorial was referred reported in favor of it and framed a bill in accordance therewith. It was not, however, introduced until late in the session and stood at the close with unfinished business. A letter by Mr. Blake, which has been preserved among the College documents in the University archives, states that "the matter was left in favorable form" for consideration by the next Legislature. His judgment was that to secure favorable action it would be necessary only to show reasonable progress on the part of the "Mining And Agricultural College" already established in San Francisco as a department of the College of California. Among the persons favoring such disposal of the land grant was John Swett, the superintendent of public instruction.

The College of California had reasonable grounds on which to base its memorial; but there is nothing to indicate that the matter was taken before the next legislature. In the East several states followed the example of Connecticut and gave the land grant to existing institutions — among them Dartmouth College, Brown University and Rutgers College. A more detailed statement concerning these appropriations will be found in Chapter XIX—entitled "The Decisive Year For The College And The University."

CHAPTER XVIII.

NAME OF BERKELEY, THE PHILOSOPHER, CHOSEN FOR THE COLLEGE TOWN

With the hope that he might hasten the day when the College would move out from Oakland to new buildings on the Berkeley site, Dr. S. H. Willey, the acting president and financial manager, conceived in 1864 what was called "The College Homestead Plan," platted the College town and began the sale of lots varying in size from one acre to five. Prominent business men in San Francisco were enlisted in this enterprise in the interests of the College.

For the carrying out of its plans The College of California purchased at that time forty acres of land from each of the pioneer settlers, Messrs. Shattuck, Blake, Leonard and Hillegas, paying for three of the tracts $8000 each and for the fourth $9000; also the entire ranch owned by Captain Simmons and his one-half interest in 200 or more acres of "mountain land" adjacent thereto, for $35,000.

It was an epochal day in the life of the College when these transactions were completed. In his home in Oakland, under date of August 14, 1864, Dr. Willey wrote in a pocket notebook: "The Simmons purchase is closed. We were uncertain as to its consummation up to within a few moments of the time the papers were signed. Negotiations had been going on more than two months, with varying prospects, always on our part with the idea of following the openings of Providence—neither going before and forcing a way of our own, nor being behind and thereby losing our opportunity. When the thing was decided by the execution of the papers in San Francisco at four o'clock today I left to come home on the boat, relieved of one burden of suspense. While crossing the bay, although the sky was overclouded elsewhere, the evening sun shown down, clear and bright, on the spot we had just been purchasing—the site and its surroundings which we had consecrated to the purposes of Christian learning. From my heart went up the prayer to God to accept the transaction as a means of building the College for his own glory, the good of this country, and the world; to make it safe and successful by his gracious benediction upon all who may in coming time resort to that spot to acquire learning."

On the 15th of November 1864, the board of trustees of the College of California appointed a committee consisting of Messrs. J. A. Benton, Henry Durant and Ira P. Rankin to choose a name for the recently platted town and names for the streets thereof. The committee was requested to make haste and report at the next meeting. At the next meeting, December 6, it was given further time. On the 3rd of January, 1865, the committee asked further extension and it was granted. February 7 the committee presented a report and it was accepted and placed on file. This report has not been preserved. There is, however, in existence a letter from Frederick Law Olmsted, the landscape architect who had been engaged for the laying out of the grounds, to Dr. Willey, the secretary of the board of trustees, dated at Bear Valley, California, July 25, 1865, in which there are many suggestions concerning the name for the town.[1]

In that letter Mr. Olmsted remarked: "I think the best way to form an English name is to find a word signifying something characteristic of the place to be named, or the name of a person, event or quality which would be satisfactorily associated with it; and if the word or name is not sufficiently agreeable in itself, complete it with some of the old English terminations of localities." And he mentioned many, among them being: burne, cot, holme, val, stock.

In that connection Mr. Olmsted observed: "Of persons, I have heard you mention but two (not connected with the faculty) as having had any association with your enterprise—Dr. Bushnell and Mr. Billings. Either would make a good name for a locality itself. Bushnell has a particularly Saxon local association, and I should like it best alone. For a combination, Bushnellwood, Billingsley, Billingsbrook, are easily turned. Lincolnwood, or Lincolnwold, sounds well. I don't think water should be the characteristic quality, since your water becomes quite insignificant, if it does not wholly disappear in the more important points of the ground in summer. If the locality is named from the creek, therefore, it should be by some word which implies merely a small water course or which is at least unspecific in regard to water. You have what might properly be called a grove, perhaps a wood, and you will have thickets, coppices; two kinds of trees are prominent—the oak (or Ilex) and the laurel. The Saxon for the evergreen oak is Holm or Holme, which is a capital word by itself. Oak you can't well use except in some novel combination, from your vicinity to Oakland and its triteness; but Holme, the Holmes, is not trite in America. Ilex is hardly English, and combines with nothing English. Hurst (a thick grove) is of the same character (the Hurst, Hurstley, Hatchhurst). Of Laurel, Laurelea, Laurelwood, Laurel Hill—the latter trite and not of cheerful associations; the others rather weak and unEnglish."

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[1] "College of California Documents." Letter Book. University Archives.

The sheltered condition from wind led Mr. Olmsted to the following suggestions: Leawood, Leeroads, Leepath, Leesides, Leecombe, Leeley, Hurstlee, Shelterwood, Shelterdeue, Harborwood, Havendeue, Havenwood, Blythhaven, Havenhurst.

The gap in the mountain behind the site gave another suggestion but with the observation: "Neither gap nor any of its synonyms, gate, notch, port, ravine, defile, etc., suggests any thing very pleasing to me that is not trite. Glen is the best to build on perhaps, but your gap is hardly a glen." Stating then that all English words having a local application and which were simple and natural and particularly agreeable were likely to have been appropriated too frequently to be quite satisfactory for the purpose, Mr. Olmsted said that it seemed to him just and proper to fall back on Spanish which had already given California so many euphonious names. He made, then, the following suggestions: "Villa, I may remark is Spanish as well as Italian for a country-seat, but it is applied as a generic designation of a certain class of towers, generally honored with a residence of some royal or notable person. It is more appropriate to your combination of village, villas and villa or pleasure-ground roads, than park or the unfortunate French 'ville.' "

Mr. Olmsted stated that if they could hit upon some very short Spanish adjective which would be descriptive at all it would probably make a good proper name coupled with villa. Among the combinations suggested were the following: Villa-hermosa (beautiful), Villa-pagoda (peaceful), La Vistora (the beautiful), Villa-paca (place of observation or outlook), Villa-verano (summer), along with the comment: "Verano is a good name by itself, being significant, so near the climate of San Francisco where there is no summer." El-Verano (summer-place) was also suggested. Another suggestion was: La Cuinza (the nursery-garden or place of training and education).

Mr. Olmsted concluded: "I believe your property was formerly included in the ranch of Peralta. If this name has not been appropriated to designate any other locality it would be natural and proper to take it, and it is not bad."

It was not until the 7th of May, 1866, that the committee which had been constituted on the 15th of November, 1864, reported selection of names for the college town and its streets. The records for the 1st of May make mention of a report in part and of a request that the committee make final and complete report on the 7th. The record for the 7th is: "The committee on the matter of naming the town and streets reported, recommending that there should be scientific streets and literary ways—the streets to run north and south, the ways east and west; that the streets be called in alphabetical order after the names of American men of science, and the ways in like order after men of letters; that the town shall be called Peralta. The streets, beginning on the east side: Audubon (now College Avenue), Bowditch, Choate (now Telegraph Avenue), Dana, Ellsworth, Fulton, Guyot (now Shattuck Avenue), Henry, Inman, John Jay, Kent, Lieber, Mitchell. The ways, beginning on the north side: Allston, Bancroft, Channing, Dwight, Everett, Felton, Goodrich, Hawthorne, Irving, Jarvis, Knapp, Lowell, Motley."

Don Luis Maria Peralta

It may seem strange to people today that the College of California committee, consisting of the Rev. Joseph A. Benton, Professor Henry Durant, Ira P. Rankin, and the Rev. Horatio Stebbins, who had been added to the committee in March, 1866, should recommend that the town be named Peralta. Did they recommend it merely for the reason that the college site and platted town were on land which had formed a part of Don Luis Maria Peralta's great ranch of 48,000 acres? Or, did they give consideration also to the character of the man? A name much less fitting than that of Peralta might have been recommended and selected.

In the year 1820, when California was a part of the dominion of Spain, a grant of five leagues of land along the east shores of San Francisco Bay had been made to Don Luis Maria Peralta in recognition of his services to his country.

Peralta's father, Gabriel Peralta, had been a corporal in the historic Anza expedition for the settlement of San Francisco in 1776. Luis Maria, then 17 years old, enlisted later as a soldier and rendered valuable service for many years. Peralta never resided on the land, his home after retirement from services as a soldier being at San Jose, where he died in 1851 at the age of 92. A devout Catholic, he named his magnificent ranch San Antonio—after St. Antony of Padua, who was, next to Joseph and Mary, the most popular of the saints, having come down through the centuries as a great miracle worker. Not long after this grant was made an adobe ranch house was built on the banks of San Leandro Creek which was occupied by his four sons in common for many years. Separate homes were established as needed. One was in the Fruitvale section in Oakland; another in Temescal, between Oakland and Berkeley; another, that of Jose Domingo, near the spot where Colusa Avenue enters Hopkins Avenue, Berkeley.

In 1842 Don Luis Peralta apportioned the land to the sons, assigning the tracts as thus indicated.

When gold was discovered and the rush began to the mines Peralta's words to his sons were:

"My sons, God gave that gold to the Americans. If he had wanted the Spaniards to have it, he would have let them discover it before now. So, you had better not go after it, but let the Americans go. You can go to your ranch and raise grain, and that will be your best gold field, because we all must eat while we live."[2]

In his will, which was made on the 29th of April, 1851, Peralta enjoined his children thus: "I command all my children that they remain in peace, succoring each other in their necessities, eschewing all avaricious ambitions. I command all my sons and daughters to educate and bring up their children in the holy fear of God, showing them good example and keeping them from all bad company in order that our Lord may shower upon them all blessings." Peralta asked also in his will that his sons, carrying his body to the church, should see to it that for the transportation therefrom to the cemetery it be placed on the hearse which was used for his fellow men, the Indians.

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[2] Hall's "History of San Jose and Surroundings" (1871).

The day on which the committee appointed to recommend a name for the College town and names for the streets made report, which was the 7th of May, 1866, its selections for the streets were adopted, but action concerning the name for the town was deferred to a future meeting.

Only twelve of the names chosen by the College of California were ever affixed to Berkeley streets—the first plat not being extensive enough to require all of them; and only eight of those that were affixed have remained. But it is because of this selection that close to the University there is a street named after America's first really great college president, Timothy Dwight, who in his Connecticut home in 1794, allowing his mind to go out over the vast untraversed continent, wrote:

"All hail! Thou Western World! by heaven designed
The example bright to renovate mankind!
Soon shall thy sons across the mainland roam
And claim on far Pacific's shore a home.
Their rule, religion, manners, arts convey
And spread their freedom to the Asian sea.
Towns, cities, fanes shall lift their towering pride,
The village bloom on every streamlet's side,
Proud commerce's mole the western surges lave,
The long white spire lie imaged on the wave;
Where marshes teemed with death, shall meads unfold,
Untrodden cliffs resign their stores of gold.
Where slept perennial night, shall science rise.
And new-born Oxfords cheer the evening skies."

It is because of the wise choice of the College of California that Berkeley, California's State University city, has a street named after Nathaniel Bowditch, the eminent mathematician and astronomer, whose book, "The American Practical Navigator," written in the year 1802, is used today with only a few changes on every sea of the globe. It is for the same reason that the street bordering the University campus on the south bears the name of Washington Allston, America's first great artist and poet; and that another terminating at the campus on its eastern side, bears the name of James Dwight Dana, who long wore the crown of eminence in three sciences—geology, mineralogy, and zoology.[3]

The report of the committee of the College of California on the 7th of May, 1866, recommending the name of Peralta for their town, and the resultant belief on the part of some of the members of the board that a more suitable name could be found, led soon to the choice for which Californians have always been grateful. On an unknown day between the 7th and the 24th of May, 1866, while some of the trustees and other friends of the College, were standing at the base of the large rock where the services dedicating the grounds to learning had been held on the 16th of April, 1860, and while Frederick Billings, one of the number, was looking out toward the Golden Gate and meditating concerning the long-sought-for suitable name, there came into his mind the lines:

"Westward the course of empire takes its way;
  The first four acts already past,
A fifth shall close the drama of the day;
  Time's noblest offspring is the last."

Profoundly impressed then by the thought that the name of the eminent philosopher and patron of learning, George Berkeley, Bishop of Cloyne, was the most suitable name for the College town overlooking the Golden Gate he suggested it to the little group gathered there at the base of the rock and later that day at a luncheon in the home of Dr. S. H. Willey, the acting president of the College—the first village home established in Berkeley; the house, which was built in the summer of 1865, being occupied in December. The suggestion met with general approval, and at a meeting of the board of trustees in San Francisco on the 24th of May, 1866, it was voted unanimously that the name of the town should be Berkeley.[4]

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[3] In 1923-1925 the author wrote for the Berkeley "Daily Gazette" a series of articles entitled "Berkeley Street Nomenclature." These newspaper articles have been bound in book form by the Berkeley Public Library and the University of California. The sketches made books of considerable size. The College of California records did not give the Christian names of the men after whom it named the first streets; and it required not a little study to arrive at the right conclusions concerning two of the names—Choate and Ellsworth.

There was not much newspaper comment at the time when the College of California named its newly platted College town "Berkeley." On the 29th of May, 1866, the "Evening Bulletin" of San Francisco made this observation:

"The trustees of the College of California, after long and learned research, have adopted Berkeley as the name of the new town to occupy the College homestead. We are not sure that in the list of rejected names there were not some at least more euphonious than the present one. How are the poetical fledgings which the College expects to nurse in future years, to say nothing of those already full-grown and out-cropping, going to make Berkeley rhyme in the coming odes and bucolics? There is trouble ahead for the classic birds and the sooner they swoop down upon the name the better for their rhythms and rhythm."

After remarking that something more original might reasonably have resulted from the prolonged deliberations over a name, "The Bulletin" was able to conclude: "As the Bishop was a patron at least of one infant college in America and strove to found another, there is some fitness in thus giving his name to the College Homestead on the Pacific Coast."

But a Berkeley other than the good Bishop of Cloyne, eminent scholar and patron of learning, had place in history. The other Berkeley, a colonial governor in Virginia, arrived in America in 1642, and is mentioned in history as "one of the most accomplished cavaliers of the day." For a time this man, Sir William Berkeley, ruled well in Virginia, but in later years he became intolerant and oppressive. Along with other cavaliers he came to despise the common people and to vent hatred on the Puritans and Puritanism wherever found. When a royal commission made inquiry in 1665 concerning the affairs of the colony Sir William wrote: "Thank God there are no free schools nor printing presses in Virginia and I hope we shall not have them these hundred years; for learning has brought heresy and disobedience and sects into the world, and printing hath divulged them, and libels against the best government. God keep us from both."

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[4] See "The Story of the Naming of Berkeley," by the writer of this history. In that pamphlet of approximately 15,000 words, published in January 1929, consideration was given to erroneous, conflicting statements concerning the naming of Berkeley and the selection of the College site. Only the conclusions of the research work which made it evident that the name came to the mind of Frederick Billings while he was standing at the base of "Founders' Rock" and looking toward the Golden Gate are given here.

A little later Sir William Berkeley's oppression of the people brought on civil war, and a course of malignant severity thereupon inaugurated by him ended in the brutal hanging of twenty-two persons and of his recall to England by King Charles, with the remark that he had been more bloodthirsty than he himself had been.

When the "Evening Bulletin" made comment it mentioned the other Berkeley and asked then: "Which Berkeley do the trustees really mean to honor? And how are the public to be certified that they have not slyly lugged in the old Tory or at least divided the honors between the two?" And then the suggestion was: "It might be well enough to put an explanatory note under the name of the beautiful townsite—'This is not Berkeley the Tory, who anathematized free schools and printing presses, but Berkeley, the friend of education, who wrote the famous treatise on tar water.' "

A few days after "The Bulletin" had commented thus on the selection of the name, "The Pacific," a weekly paper, announced that the College trustees had voted to give the town springing up around the college site the name of Berkeley—"after the eminent philosopher, poet and patron of learning, whom all intelligent people will be able to distinguish from any other person who may have worn the name and soiled it."

After stating that "this honor, such as it was," was done Bishop Berkeley because he was the author of

"Westward the course of empire takes its way,"

it was remarked: "The trustees had also some hope that the object to which many of Berkeley's best thoughts and years were given might be realized on these shores in a finer embodiment and in grander proportions than he ever dreamed of on either shore of the Atlantic."

Stating that the trustees had almost forgotten that a man so good and great had ever had any foibles or whims, at least did not think of these otherwise than as interred with his bones, "The Bulletin" was given a friendly thrust with the words, "Nor could they have supposed that anyone would consider an old man's private conceit the most memorable and noteworthy thing in a long and laborious life."

Late in his life Berkeley, led thereto by his own experiences in using it, had written a long and elaborate treatise on the value of tar-water medicinally—presenting it almost as a panacea for all the ills of humanity.

"The Pacific," after some comment further concluded: "It is possible that the trustees might have done better. They tried hard. Next time if they will take all of us editors into their council chambers, we fancy they will succeed admirably enough."

Presumably this article in "The Pacific" was written by the Rev. Dr. George Mooar, pastor of the First Congregational Church of Oakland, and one of the founders of Pacific School of Religion. The editor in the council chamber was the Rev. J. A. Benton.

Berkeley has been regarded widely as a name of special fitness for a university city. "I hail it as a good omen both for religion and learning that the site of this University bears the name of Berkeley," said President Daniel Coit Gilman in his inaugural address in 1872. When Charles Kingsley visited Berkeley in 1874, he was enthusiastic over the name. Delighted with the idealism of it on these far western shores, he saw in the selection of it an earnest of great things to come.

It was not long after the College of California named the college town "Berkeley" that John Stuart Mill wrote that Bishop Berkeley's discoveries as a philosopher had made him "the turning point of the higher philosophy in modern times."

Bishop Berkeley's Early Years And Attainments

George Berkeley, Bishop of Cloyne, though born in Ireland and a citizen of Ireland the greater part of his life, was of English descent. A precocious youth, he had unusual advancement in rank when at the age of 11 he entered Kilkenny School, the "Eton of Ireland," far-famed for its masters and pupils. When at the age of 15 Berkeley went to Dublin and matriculated at Trinity College, he was to his fellow-students somewhat of a mystery. "The opinion formed of him," writes Professor Alexander Fraser, his biographer, "came to be that he was either the greatest genius or the greatest dunce in the college. Those who looked at him on the surface took him for a foolish dreamer; his intimates thought him to be a miracle of intellectual subtlety and goodness of heart. A mild and ingenuous youth, inexperienced in the ways of men, he was also full of humor and even eccentric inquisitiveness."

Illustrative of this eccentric inquisitiveness, and showing how narrowly we escaped having no Berkeley on the list of California cities, and no preeminently suitable name for our university city, is a story handed down by a college friend: Witnessing the execution of a criminal one day, curious about the sensation accompanying the process of dying, Berkeley proposed an experiment. It was arranged that he should be tied to the ceiling of their room—the friend to relieve him at a given signal. But Berkeley lapsed suddenly into unconsciousness. No signal being given, the friend finally released him, scarcely a dozen seconds between him and death.

Thus early did Berkeley show "a brave indifference to life in the service of knowledge," a characteristic variedly manifest all his years.

Bachelor of Arts in 1704, Master of Arts in 1707, he was awarded a Fellowship in Trinity College the latter year, and thence onward for several years was a tutor, lecturer in Greek, and junior dean in the college. His first introduction to the world as a writer in philosophy came in 1709 with his "Essay Towards a New Theory of Vision"—an explanation of what is meant by the expression, "seeing a thing," an argument for the "phenomenal" mind-dependent nature of the material world.

This was followed in 1710 by "A Treatise Concerning the Principles of Human Knowledge"—presented by the author as an inquiry into the chief causes of error and difficulty in the sciences, and the grounds of skepticism, atheism and irreligion. In 1713 appeared the "Three Dialogues Between Hylas and Philonous," which presented his earlier speculations in more elaborate shape and much more convincingly.

Berkeley was not yet 28 years old when were presented in brief to his generation those speculations which secured for him later the high position as a philosopher to which he was assigned by his successors in that field of thought as well as by other eminent authorities.

When Berkeley went to London in 1713 to secure the publication of his "Three Dialogues Between Hylas and Philonous," he commanded at once the attention of the most eminent men. His ideas had already gained some acceptance there, and through the charm of his presence began immediately to gain much more.

Richard Steele, the essayist and dramatist, his countryman by birth, was one of the first to give hearty welcome, and "The Guardian" opened to his contributions.

Jonathan Swift, the greatest of the British satirists, also by birth Berkeley's countryman, educated at Kilkenny school and Trinity College, some years before Berkeley was in attendance, was living in London at that time. Swift introduced him at the court of Queen Anne and wrote in his journal: "That Mr. Berkeley is a very ingenious man, and a great philosopher, and I have mentioned him to all the ministers and have given them some of his writings; and I will favor him as much as I can."

It was while Berkeley was in London at this time that Francis Atterbury, bishop of Rochester, and dean of Westminster, remarked concerning him: "So much understanding, so much knowledge, so much innocence, and such humility, I did not think had been the portion of any but angels till I saw this gentleman." It was during that visit that Berkeley first met Alexander Pope, who many years thereafter in characterizations of leading men, wrote:

"Even in a bishop I can spy desert;
Secker is decent; Rundle has a heart;
Manners with candor are to Benson given,
To Berkeley—every virtue under heaven."

And satirically, at another time, with respect to Berkeley's critics Pope wrote:

"Truth's sacred fort th' exploded laugh shall win;
And coxcombs vanquish Berkeley with a grin."

Berkeley And America

Having decided in 1726 to come to America and to lay in the Bermuda Islands the foundations of an educational institution for the evangelization and education of the aboriginal Americans, and also to afford better educational facilities in general, Berkeley, contemplating his great endeavor, wrote:

"The Muse, disgusted at an age and clime,
Barren of every glorious theme,
In distant lands now waits a better time,
Producing subjects worthy fame.

"In happy climes, where from the genial sun
And virgin earth such scenes ensue,
The force of art by nature seems undone,
And fancied beauties by the true.

"In happy climes, the seat of innocence,
Where nature guides and virtue rules,
Where men shall not impose for truth and sense
The pedantry of courts and schools;

"There shall be sung another golden age,
The rise of empire and of arts,
The good and great inspiring epic rage
The wisest heads and noblest hearts.

"Not such as Europe breeds in her decay;
Such as she bred when fresh and young,
When heavenly flame did animate her clay,
By future poets shall be sung.

"Westward the course of empire takes its way;
The first four acts already past,
A fifth shall close the drama of the day;
Time's noblest offspring is the last."

Some of Berkeley's friends, among them being Sir Robert Walpole, had promised to secure for his cherished enterprise a House of Commons' appropriation of twenty thousand pounds. In expectation of this he made departure for America late in the year 1728 and reached Newport, Rhode Island, the last week of January 1729, where he waited the promised aid in continued disappointment nearly three years and then returned to London.

Although Berkeley failed to establish an educational institution in America his mission and his sojourn here were not failures. Directly and indirectly he was of much help while here and his interest and help continued after his departure.

As a philosopher he would have shaped thought and life in this country, as in other countries, although he had never come here. But coming as he did come, living as he did live, there are memorials of him from the Atlantic to the Pacific. His name came westward across the continent along with the westward course of empire.

Berkeley's life at Newport was a part of the life of the community and his heart and influence went out widely. He cultivated his land. He studied and wrote sedulously. He preached occasionally in Trinity Church Chapel and even the stubborn Quakers came to hear him. It was through his fraternal catholicity that the following record was made June 11, 1731, on the books of the church: "Philip Berkeley, Anthony Berkeley, Agnes Berkeley, negroes, received into the church."

It was while Berkeley was residing at Newport that he published his "Alciphron, or the Minute Philosopher," concerning which book President Noah Porter of Yale wrote some years ago: "For acuteness of logic, for convincingness of argumentation, for felicity of illustration, elevation of sentiment, and for marvelous clearness and purity of style, this work is justly distinguished as a classical treatise in English philosophical literature. It is not extravagant to say that it is the best reproduction of the Platonic dialogue which we have in the English language."

Berkeley had not been in this country long until he expressed the hope that he might be allowed to establish the proposed college in the province of Rhode Island instead of Bermuda. He did not succeed in establishing it anywhere, but he helped to establish others and left an ever widening influence on these shores. King's College, now Columbia University, was founded according to the model presented by him at the solicitation of Samuel Johnson, who made his acquaintance in New England and became his disciple. Berkeley had much to do also with the formation of the College of Philadelphia, now the University of Pennsylvania.

While in New England, he became especially interested in Yale College and left to it later as the foundation of scholarships his 96 acres of land at Whitehall, near Newport. It was remarked by President Porter in an address commemorating the 200th anniversary of Berkeley's birth: "If we consider the circumstances under which this gift was offered, and the conditions of the college at the time it was made, it was one of the most generous gifts which it ever received. If we also consider the man by whom it was given and the circumstances under which it was offered, it is one of the most worthy to be commemorated."

For more than a century that was the only endowment of the kind in this country. When, on the 26th of June, 1732, this scholarship was established, the farm was valued at $2,800. Although the land is very valuable today as residence property Yale never realized much from it in a monetary way. One year it was leased for 210 bushels of wheat. From 1763 to 1769 the income was annually 72 ounces of silver. In 1769 it was leased for 999 years for an annual sum based on the estimated market value at that time. Accordingly down through the years at Yale, for a century and longer, three Berkeley scholarships of $55 each were proposed each year. The students were happy in the winning of them, for in early years those amounts went far, and besides it was long time a distinguished honor to win one. Many men of eminence in later years won these prizes, among them: Eleazer Wheelock, founder and first president of Dartmouth College; Aaron Burr, president of Princeton; Timothy Dwight, president of Yale; William Samuel Johnson, president of Columbia; Joel Jones, first president of Girard; Edward Beecher, president of Illinois; Daniel Coit Gilman, president of the University of California and of Johns Hopkins.

The report of the Yale University treasurer for the year 1927-28 states that through the surplus income added in later years from time to time the Berkeley scholarship fund now amounts to $10,648.11.

A gift of books made by Berkeley and by a few of his friends at his solicitation, and sent over to Yale in 1733, has been called "princely." There were a thousand choice volumes —long time standing as "the best collection of books ever brought at one time to America."

A similar gift which was made to Harvard at that time was destroyed in a fire in 1764.

Among the gifts made by Berkeley soon after his return to England was a fine organ to a Congregational church in a little town in Massachusetts named after him. The instrument was valued at five hundred pounds. The church officials held it was too worldly and wicked to be used in their meeting house; they refused to receive it and pay the shipment expenses, and Berkeley accordingly gave it to Trinity Episcopal Church, Newport, the case of which was in use by that church a few years ago, other parts being in possession of historical societies as revered relics.

In various places throughout the land there are memorials of Berkeley. New York City has a school named in memory of him as "a missionary who crossed the seas to bring to this land the torch of knowledge."

A divinity school at Middletown, Connecticut, bore his name for many years. It was merged recently with Yale Divinity School. Cloyne School at Newport, Rhode Island, was named for him, and there is a Berkeley School in Bermuda, where two hundred years ago he sought to establish "St. Paul's College." The chapel at Yale has a memorial window. Trinity College at Hartford, Connecticut, has the chair in which he was accustomed to sit at Whitehall, the very chair in which he is thought to have sat when he wrote "Alciphron." At each commencement time the president of the college sits in that chair and thus recalls the worth of the man of noble virtues who sat in it long ago.

MODERN ESTIMATES OF BERKELEY

In an address which President Noah Porter of Yale gave when the 200th anniversary of Berkeley's birth was commemorated on the 12th of March, 1885, it was remarked: "In the chapel of our daily worship two windows always meet the eyes of the congregation—one honored with the name of Jonathan Edwards and the other with that of George Berkeley. Each was distinguished for acuteness of intellect, for vigor of logic, for Christian and missionary self-devotion and for an ardent interest in Christian education. May these names ever be honored and the men who bore them. And as Yale becomes more emphatically and conspicuously than now the home of Christian science and of Christian letters, may these names glow with a still brighter luster in its annals!"

Arthur James Balfour, British philosopher and statesman, wrote in 1897 of Berkeley as one of the men who rendered the first fifty years of the 18th century illustrious in English literature," and as "one of the most interesting figures in our literature." Balfour declared that Berkeley left behind him writings which would "perpetuate his fame as one of the most admirable of English philosophers, and the memory of a character not to be surpassed in individuality or in charm by any recorded in the history of English men of letters." It was observed further: "It is as a descendant in the true line of succession from Locke to the modern schools of thought, which are either a development of Locke's principles or a reaction against that development, that he deserves to be chiefly remembered."

At that time Balfour made an interesting comparison of Swift and Berkeley as Irish patriots—declaring that Swift belonged to that large class of Irish politicians whose chief desire was to avenge their country; Berkeley, to the very small class whose desire was to remedy her woes."

In "English Literature," a 1903 book by Richard Garnett and Edmund Gosse, Berkeley is called "the greatest English thinker between Locke and Hume," and as a pure metaphysician, he is spoken of as perhaps without a rival. The "Cambridge History of English Literature," published in 1912, says of Berkeley's "Essay on Vision": "One of the most brilliant pieces of psychological analysis in the English language."

The Charter Day address at the University of California in 1917 by Professor George Herbert Palmer, of the department of philosophy in Harvard University, was concerning the eminent man after whom the city of Berkeley is named. Professor Palmer called him our "patron saint." Speaking then of the selection of his name by the College of California in 1866 he remarked concerning the proposal of Frederick Billings: "It was at once seen that this name precisely expressed the ideals which they desired for their new city. They meant that this place should be consecrated to thoughtful study, to public spirit, to the enthusiasm of humanity; and where else could so admirable a defender of these things be found as in the great English idealist? On the whole their forecasts have been justified. Berkeley has been true to these lofty aims."

In that Charter Day address Professor Palmer said concerning Berkeley's philosophy: "He never denies the reality of the external world as he is often said to deny it. He only insists that that external world is entirely mental."

Consideration of Berkeley's philosophical ideas are not within the scope of this chapter. However let it be observed that able students of philosophy tell us that Berkeley's philosophy stands despite the criticisms of it. In his "History of Modern Philosophy," a 1928 publication, Horatio Dresser says: "Constructively speaking, Berkeley's spiritual realism has been a stimulus to personal and pluralistic idealists. Realists still delight in attacking his propositions concerning existence and perception, as if by assailing his idealism they also rendered neglible his spiritual realism, which is a theory of being rather than an epistemology. Berkeley paved the way for the lightest of these criticisms by referring to things as 'in' the mind, when he meant for the mind, in an experience originating above our mere finitude and securely grounded in our spiritual activity. His criticism of abstract general ideas is a permanent contribution to philosophy, and his 'Principles' are still an excellent introduction to philosophy. His philosophy remains, despite Hume's criticism and Kant's disparagement; it was admired by Huxley, was a stimulus to John Stuart Mill and to William James; and it has been adopted in part by recent realists of scientific types."

CHAPTER XIX.

THE DECISIVE YEAR FOR THE COLLEGE AND THE UNIVERSITY

The closing chapter of Part I told of the chartering of an Agricultural, Mining and Mechanical Arts College, and of a proposition by the College of California for the creating of a State University. Chapters thus far in Part II have given outstanding events in the life of the College from the time when it began as Contra Costa Academy in Oakland in 1853. We are now at that period in its existence when were occurring the events which made it soon the inceptive part of the University of California. Chapter VIII, Part I, closed with the statement that the Commission to locate the proposed Agricultural, Mining and Mechanical Arts College had decided on Alameda County—the probable site being distant about a mile from the College of California site in Berkeley. The date of that action taken in Sacramento, in the office of Governor Low, the chairman of the commission, was June 14, 1867. Nine days prior to that date, on the 5th of June, 1867, the Commencement exercises of the College of California were held in Oakland. Governor Low had been for several years a friend and supporter of the College. He was in attendance at the Commencement exercises—on which occasion there were utterances which led on to action a few months later far-reaching in result and great in significance.

No one can study the events of that year and fail to be impressed by the way they fitted into what was apparently a desired and predestined end. From the time of the inception of the College idea and the launching of the plan, a spirit was directing, the workings of which, evident here and there during the years, became more evident in 1867 when the interests of education were calling for early and definite action for the establishment by the State of educational institutions other than the public schools.

The outcome, as we see it in 1867 and 1868, is suggestive of what Robert Louis Stevenson has said concerning certain experiences and changes in his life: "I was never conscious of a struggle, nor registered a vow, nor seemingly had anything personal to do with the matter. I came about like a well-handled ship. There stood at the wheel that unknown steersman whom we call God."

In that decisive year for higher education in California, a distinguished New England educator, Professor Benjamin Silliman of Yale, gave the Commencement address, his subject being, "The Truly Practical Man, Necessarily An Educated Man." The son of an eminent scientist, and Yale College professor for forty-nine years, himself master of arts and doctor of medicine, Professor Silliman was qualified to speak on such a topic as this. For nine years after his graduation at Yale in 1837 he had been instructor there in chemistry, mineralogy and geology. Then he became professor of chemistry in its application to arts in the scientific department of the College. From 1849 to 1854 he was professor of Medical Chemistry and Toxicology in the University of Louisville. In 1854 he succeeded his distinguished father in the Chair of Chemistry at Yale. Concerning the elder Silliman, President Timothy Dwight has written in his "Memoirs of Yale Life and Men," that in addition to his unique service as a teacher he was "the most conspicuous representative of the College before the general public and contributed in a large measure to the establishment and permanency of its national fame." It is of record concerning the younger Silliman that "he bore well the mantle of his father in all departments of learning." Professor Silliman's address that Commencement day in 1867 was what might be expected from a man of such antecedents and attainments. Mentioning the general cry for practical men in a practical matter-of-fact age, he declared that few words were more thoroughly abused than the word "practical." "In its proper sense of one skilled in the use or practice of an art or profession, we accept it as of excellent meaning. But too often it is employed as an apology or cloak for ignorance or arrogant offense against those whose knowledge it is designed to undervalue by the assertion that it is 'theoretical' and not practical. It needs but little experience in affairs of life to demonstrate the fact, that of all men, the so-called practical man—meaning one who has acquired an art without training or culture—is the greatest theorist, while the truly practical man combines the experience derived from the practice of an art with a competent knowledge of the principles on which it rests."

Considering some of the defects in college training, Professor Silliman remarked that it was not surprising that college-bred young men were lightly esteemed when they were not prepared to solve intelligently the simple problems presented to them by the miner, the millman, the assayer, or the manufacturing chemist. "If we cannot excuse the self-conceit of the so-called practical man who conceals his ignorance beneath his empiricism, neither can we pardon the college which has turned out its graduate in arts so artless that his learning fails him when brought face to face with nature and experience." All in all Professor Silliman arrived at the conclusion that the truly practical man, and the man the nation needed, if he would cope with the problems he was sure to meet, "must despise no knowledge whether borrowed from tradition or observation," must be an educated man in the utmost broadness of the word "educated."

Noting then the modifications in the curriculum of study even in the most conservative colleges in the East in the effort to find a golden mean, or, in other words, so as to make the college-bred men really educated men, Professor Silliman turned to a consideration of what was needed in the line of higher education in California. He was tactful and had no criticism to make of our lack in this respect up to that date, remarking, "If this subject has yet had but little attention in California, the cause is not difficult to assign." Conditions of life in California, he remarked, had been peculiar, very different in some important respects from those in other newly settled parts of the West; many persons had come here not expecting to remain, but hoping quickly to acquire fortunes and to return soon to what were then the more desirable regions of our national domain, where the old-home ties were ever drawing them, and where with the golden treasure here found they could establish themselves in the on-going life of those rapidly growing communities.

But immediately following this excuse for what nevertheless was somewhat a dereliction, Professor Silliman's declaration was: "The time is now here when it must and doubtless will receive the attention which its importance demands."

Back there in 1867 Professor Silliman saw San Francisco as a young and growing commercial center "destined to be second on this continent only to New York," and he asked, "What shall be done to provide for the growing intellectual wants of the city and the State?" And he presented as the pressing duty of the business and educated men of the State of California the providing wisely at an early date that the fruits of intelligence, culture and virtue might be equal to the material fruits and prosperity so abundantly in evidence everywhere about the Golden Gate.

The legislative act for the establishment of an Agricultural, Mining and Mechanical Arts College was given consideration by Professor Silliman. It did not contemplate a university, he said, nor was it so designed. But even for the purposes for which it was intended, he showed that it was faulty, the course of instruction being defined in one of the sections and this being deficient in the omission of several important subjects connected with a good training in agriculture, mining and the mechanical arts. There were other objections to the legislative act, and Professor Silliman's plea was that the people of California who had responded so nobly to other calls of duty unite now and establish on a firm and sufficient basis either the College of California or a State University, and so provide for the welfare and happiness of the rising generation and those of future ages.[1]

The principal address that year at the meeting of the Associated Alumni was one of high order. It was given by Dr. Stone, pastor of the First Congregational Church of San Francisco, one of the finest pulpit orators California has ever had. Dr. Stone's subject was "The Relation of the College to the State." In glowing words he pictured first, the material future. "Before we shall have exhausted the last third of the declining century the waters of this bay will be girded with one almost unbroken zone of population and wealth; around this serrated margin of twice a hundred miles, parted only by the seaward gate and the northern straits, village will stretch its hand to village, and town to town; the fair country seats will touch one another; yonder metropolis, crowned Queen of the Pacific, will be peer in her jeweled magnificence to any throned rival on the western continent; a hundred convoys of trade, travel, and treasure will tread with flashing feet the length and breadth of this sunny harbor; from the mountain sides, tolerant of culture to the very summit, and on the twin rivers that drain our broad interior valley, will pour down agricultural supplies enough to fill the granaries of a nation; the marshy wastes of tule lands, redeemed from winter overflow and cleared of their reedy forests, will show the bloom of boundless prairies; the torn ravines of mining towns will be built into picturesque and populous towns; iron tracks will stretch away through the interminable northern forest, making Oregon and Sitka our neighbors; between the snowy peaks of the Sierra Nevadas, shaking the dust of the desert from his mane, the iron horse, caparisoned in our farthest East, will thunder down these western slopes; the confluent streams of a world-wide immigration will pour in their floods of vigorous life; the peaceful ocean will empty through the ever-open Golden Gate the spoils of fleets freighted in China and the Indies; and the ceaseless energy of our mints will coin, from out our hills, the shining currency of a wealth to whose copiousness God and nature alone can set bounds."

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[1] See "Pamphlets on the College of California." Vol. 1. University Archives.

Having thrilled and delighted his hearers by this beautiful word-picture of future greatness, Dr. Stone addressed them as the architects and builders of that greatness. Not that in their indolence or neglect the august fabric would go up, but that the strength of that fabric and the moral aspect of that greatness would depend upon the foundations early laid and upon the aims and uses which the architects and builders should propose. It was, therefore, incumbent upon them, said Dr. Stone, to consider and weigh carefully the determinate influence of institutions of higher learning upon the whole problem of the future and to act accordingly.

In keeping with the Commencement address by Dr. Silliman and this address by Dr. Stone before the Associated Alumni were the after-dinner speeches by several other men of prominence in California. The Rev. Dr. Eells, the able and popular pastor of the First Presbyterian Church of San Francisco, only recently from the East, noting the prevailing materialistic tendency in California, declared that, while he admired the devotion to business which had made the State the wonder of the world, there was danger that it become destructive of what it should especially conserve. "Our business men furnish our life-blood, but they must not forbid it to flow into every part of the body and cause all to be healthy and well developed. There are other interests than those of trade and commerce and money-getting, and it is a fearful calamity when rich men place on their purses and on their hearts those words so often seen on the doors of their manufactories and offices and mills, 'No Admittance Except on Business.' We must have admittance, and they must have admittance, and they must bid us welcome when we come to plead for those grand and majestic interests which lie at the foundation of whatever we shall view hereafter with satisfaction and pride. They must not suffer this State to be magnificent in everything but the ripe education of her sons and her proper position in the sublime Republic of Letters. The College must be nobly and speedily endowed to do its mighty work in the future that is at our very doors."

From the time of its opening in 1860 for college work proper the College of California had relied for its support mainly on the subscriptions which were secured by solicitation for periods varying from one to five years.

It was part of the work of the acting president to secure the subscriptions for the support of the College. Not more than one person out of every four or five interviewed responded favorably, and many of these only after repeated efforts, and so Dr. Willey was walking the streets of our cities and climbing the stairs of their business buildings and writing letters of solicitation day upon day and week upon week during those years. But he had put his hand to the plow, and never did he turn backward. It was only devotion to an ideal and to California's need that caused him to persevere in a work in many respects distasteful to him and for which he always doubted his adaptation.[3]

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[3] Among the men of wealth from whom Dr. Willey sought a gift, apparently for an endowment, was Horace Hawes, a man of considerable prominence as a lawyer and legislator. Mr. Hawes had his own peculiar ideas about education and colleges, as well as about many other institutions and things, and on the occasion of that interview the venturesome

The records of the College show that the total number of subscriptions made for its support was 431. The largest, $5,000, from the Pacific Mail Steamship Company, was for library purposes only. The Western College Society, with headquarters in the East, the purpose of which was to aid in establishing colleges in the West, contributed during the years a total of $7,000.

The interests of the College had been advanced considerably through the College Homestead Assocation and at this time in 1867 plans for greater furtherance through that were about to be put into operation. A street railway had been projected from Oakland, waterworks had been built and were being operated. It was expected that in one way and another sufficient funds would be found available at an early date for the construction of buildings on the site at Berkeley and such an entrance on the work there as would cause to spring up adjacent to the campus a village of homes which would attract soon many others and result in an enhancement of values and additional funds for the upbuilding of the institution.

As the honored guest of the College at Commencement in 1867, Governor Low listened to all the addresses and speeches. Loudly called for during the period following the dinner, he expressed gratification that his fortunes had been cast with the

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solicitor for funds was given a long dissertation on what in Mr. Hawes' judgment a college should be along with much criticism of the plan of the College of California. It carried Dr. Willey into cloudland and sent him away without any money for his beloved college. A few years later Mr. Hawes provided in his will for the founding of an educational institution to his liking. It was to be called Mont Eagle University. Two thousand acres of fine land near Redwood City, valuable blocks and lots in San Francisco were bequeathed for that purpose. The instrument of foundation was long and minutely mandatory. Among the provisions was one requiring that within fifteen years $100,000 additional be secured; within thirty years, $500,000; within fifty years, $1,500,000; within one hundred years, $4,000,000. Another mandatory section provided for what was called a "vestibule" to the library of the institution. No books were to go into the library until they had been subjected to a critical examination by a board of examiners and pronounced "useful." Upon each volume so approved was to be impressed the word "Cognoscimus." The family of Mr. Hawes contested the will as that of a man of unsound mind, and the million dollars intended for "Mont Eagle University" remained by the verdict of the jury in private possession. The scheme was chimerical, hedged about as it was by the mandates. Hr. Hawes' chance to do something for higher learning in California came to him in that interview with Dr. Willey, but by sailing off into cloudland he lost the chance that day and it never came back to him.

highly cultured assemblies of that Commencement occasion. More than ever, he said, he deplored his lack of early educational advantages—a loss he had striven to remedy so far as possible after he had reached the years of maturity. Remarking on the strength of the nation by reason of republican institutions, he expressed the opinion that America was stronger then because of its enlightened system of education than even by its republicanism. And he voiced the hope that the College of California would so grow that it would rival soon the grand old colleges of the East.

Some time during that Commencement day Governor Low remarked to Dr. Willey, the acting president of the College: "You have here in your College, scholarship, organization, enthusiasm, and reputation, but not money. We, in undertaking the State institution, have none of these things, but we have money. What a pity they could not be joined together."[4]

These words by Governor Low were seeds sown in good ground. The College of California was always in need of money; it was not, however, in the need unlike all other colleges then and now. Expanding facilities to meet expanding public needs require ever expanding resources. The founders knew that, if in the early days in California there was to be an institution of higher learning, it had to be by private initiative and upbuilding. Accordingly, they had founded the College and by heroic endeavor and sacrifice had caused it to meet the evergrowing needs year after year. They had been able thus far to carry the work along in a fairly satisfactory manner on an annual sum varying from twelve to fifteen thousand dollars; but in 1867 at least twenty thousand dollars would be required if the needs educationally were to be met. Some of the best friends and supporters during the years had passed into the other life; others had departed from the State; and yet others were crippled somewhat financially. Difficulties just as great had been overcome in years past, and these would have been overcome—at least to such an extent that the College could have kept on its serviceable career. It might not have met the needs of the time as its founders and builders desired, but it could have gone on, affording a training essential for enlightened citizenship. In the early months of 1867 a campaign for an increased endowment had been started and four members of the board of trustees had pledged five thousand dollars each. But much more was needed; and even if sufficient were secured, was it not probable that the interests of higher learning in California could be better served by the establishment of a real university by the State, of which their beloved College should be a part? The proposed Agricultural, Mining and Mechanical Arts College would fall far short of the requirements! Was it not in their power to act in such a manner that a University instead of the proposed institution would be established—and this, without the sacrifice of cherished ideals? They knew, of course, that the truths of the Christian religion would not have place in the teachings of a State University as in the College of California. But it did not seem that religion and acts of worship would necessarily be excluded.

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[4] See article in "Overland Monthly" for July 1885, entitled "The College of California"—in the series on "The Building of a State." See also "History of the College of California," by S. H. Willey (1887) p. 207; also "The University Chronicle," April 1903, for article entitled "The University Founders"—an address given by Dr. S. H. Willey at the University of California dinner at the University Club, San Francisco, January 23, 1903; also "Thirty Years in California," by S. H. Willey (1879). Chapter XII, pp. 60-61.

In his commencement day address, Professor Silliman had referred to the provision in the Act for the Agricultural College, that it should not have any connection whatever with any sectarian institution, and had said in that connection: "As there is possible no act of public worship of God to which the term 'sectarian' might not be applied by some party of different belief, or of no belief at all, such an enactment would appear really to be equivalent to an absolute prohibition of all acts of worship whatever." The intent of the clause, he said, was obvious, but its practical working might be disastrous. "It is unavoidable, in the very constitution of human nature, that some form of religious worship should prevail." And it was stated by Professor Silliman that, "to meet this exigency" the Legislatures of Virginia and Michigan had provided that in the universities at Charlottesville and Ann Arbor certain religious persuasions named in legislative acts should "in rotation and for a prescribed time hold sway."

There were other things, however, to be considered. State universities, up to that time, had not met with commendable success in the majority of instances. In 1857 when Horace

Bushnell issued his appeal to the people of California to endow and permanently establish the College of California, he had declared that the hope of a State University was a hope that embraced the impossible—that a remarkable fatality had attended all the efforts to establish universities by state patronage. Ten years had brought some changes, but the prospects were not unclouded. However, information had come of success here and there, and notably so at Ann Arbor. Back in 1861, at the time of the sixth anniversary of the College of California, Professor J. D. Whitney, State Geologist, had referred to what had been accomplished in the University of Michigan on the right plan and with the right man to lead—had shown that under the renowned Chancellor Tappan, despite the obstacles and difficulties to be expected in a new state, the University, by the co-operation of the State and citizens privately, had been brought to an already commanding position educationally in the East. And only a short time before the University question was thus being considered in California, the Rev. Dr. John Todd, an eminent New England Congregational clergyman, had visited the University of Michigan, had made a careful study of it, its basis and its achievements, and had not only published his findings in several newspapers and magazines, but had brought them personally to California on a visit made by him here about that time.

By conversations with the members of the commission constituted to establish an Agricultural, Mining and Mechanical Arts College, it was ascertained that they would gladly go before the next Legislature and recommend such action as would make it possible to establish a State University of which that proposed institution and a college of letters such as the College of California then was should be co-existent and co-ordinate parts—provided the College of California would, as it had by this time practically decided to do, donate to the State its beautiful and commanding site in Berkeley for university purposes. On the 9th of October, 1867, the trustees of the College of California so voted.[5]

The "Alta California" said editorially the next day in a comment on a news item announcing this action: "No one can read this brief notice without a feeling of regret that the original plan of the College of California is in some part abandoned. The long and consuming struggle against various obstacles which the institution had been obliged to sustain has not been so fruitful of rich results as might have been desired. Still, this action does not indicate any failure or desperate shift on the part of the College, but a noble determination on the part of its trustees that there shall not be a rival institution of the same general character established in close proximity to each other, and that a consolidation of the State College, already located in Alameda County, shall form a noble institution—a University of California, which under the fostering care of the State and with the aid of private liberality shall be an honor to the State and to the Nation."

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[5] College of California Records. Comptroller's Office, University.

The San Francisco "Evening Bulletin" observed: "On the part of the trustees of the College it is a magnificent offer. The conviction of the importance of a well-endowed university is so clear and their faith in a correct educational sentiment is so strong that they now come forward with unreserved confidence and tender this most eligible site in the State for a University as a free gift. It is hoped in this way to concentrate as far as possible the educational influence of the State upon one institution and to make it in every way worthy of the young and rising commonwealth. No educational movement of so much importance has been made for a long time."

A statement of this proposition was made in "The Pacific" for October 17, 1867, and it was said editorially in that connection:

"It goes forth to the people and commends itself to educated men and to parents who have sons to be educated. The response must come back through the action of the commissioners for locating the proposed Agricultural and Mining College, and more especially through the action of the Legislature now about to assemble.

"If it is not accepted, the College of California goes on its way, as hitherto, gathering all the means it can, husbanding its resources, and fulfilling the work of a college to the utmost of its ability.

"It is from no discouragement or lack of success that it makes this proposition to the State. If any institution of learning amongst us can claim to have succeeded, this can. And its prospects of success were never brighter than now. But it is clear that they do not promise what the State wants within any near period of time. Hence, it is submitted that if there is any nearer and better way to obtain the desired result, the College will not be in the way of it. On the contrary it will contribute its whole means and influence to reach it. The College has no private ends to subserve. . . . If it is not for the interest of the public to accept the offer made as above, the College will proceed in its work with all earnestness and courage. If, on the other hand, the offer is accepted, it will take delight in seeing University buildings appropriate to learning and honorable to the State rising upon its beautiful and much admired site. And when the institution is organized and at work under State authority, and supported by its endowments, doing all that the College is able to do and much more besides, it will be glad to contribute all its substance, all its sympathy and all its good will to carry it to the highest possible degree of excellence."

Attention was then called to some instances of success in State-built institutions for higher learning, notably the University of Michigan, "but little more than a dozen years old and yet thronged by hundreds of students anxious to share the rare advantages of its well-provided departments. California is able to do as well. The way is open. The time is propitious. The enterprise awaits the response of an intelligent people and the action of our Legislature."[6]

Early in November the "California Christian Advocate," the organ of the Methodist Episcopal Church, expressed doubts whether a State University could be sustained and said in that connection: "It may be well for the people to consider whether it is not best to popularize our educational plan after the pattern of the University of New York, by constituting a board of regents, to whom the University Fund shall be disbursed among all the schools of the State of high grade on a scale graduated by the number of students who shall upon properly authenticated reports have pursued for a specified period in each academic year a class of studies indicated. This plan would encourage denominational educational enterprises while it would stimulate and popularize the general educational sentiment of the people by bringing most or all our colleges and academies of the State under the visitation of the regents."

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[6] This editorial, doubtless, was written by the Rev. J. A. Benton, who had been a member of the board of trustees of the College from its beginning. It stands as valuable testimony of the success to which the College had attained.

Generally the newspapers of the State favored the proposition of the College of California for a University.

At the time when the College of California made this proposition it had passed its most trying years. Beyond peradventure the College could have continued and would have grown in usefulness with the passing years. A few months before the proposition to the State was made a movement had been started to raise an endowment fund of $100,000. In a financial statement which was made about that time it was shown that the College had been so managed that it had, above a small indebtedness, property worth nearly as much as the total sum which had been subscribed by its friends for its current expenses all the years of its existence. Their giving year by year to its support had not only kept the institution on its way but had made it possible for it, by forethought and skillful management, to become the possessor of property of a value approximating the total value of all the subscriptions for current expenses.

Soon after the statement to this effect was made the Rev. Dr. I. E. Dwinell, pastor of the Congregational Church at Sacramento, remarked in a letter to Dr. Willey, the acting president, that in a new country this was "really extraordinary." Dr. Dwinell added: "It is a proud record to hold up to the contemplation of business men who are generous with their wealth, and wish to know where they can give it and have it judicially managed. Your board has achieved a character in this respect which must be of great value to it in making the appeal for $100,000. The institution besides is no longer an experiment. It has a standing, a name and a place in the hearts of the people, which make it in public estimation one of the permanent headlands jutting out into our fluent life. . . . You ought to get your $100,000 here, and then on the top of that raise an equal sum in the East. It can be done and you are the man to do it."[7]

The time for more generous giving in California for the purposes of higher education was near; the men who had been giving would have given more, and new friends and supporters would have been found also. Many of the early gifts to the University came from persons who had been giving to the College. And the small givers to the College became large givers a few years later to the University.

In his message to the Legislature, December 4, 1867, Governor Low stated concerning the Act of March 31, 1866, to establish an Agricultural, Mining and Mechanical Arts College: "After a careful review of the whole matter, I am of the opinion that the law providing for the establishment of this institution should be entirely remodeled, and the aim and intent of the Legislature more clearly defined. There can be no doubt in the mind of any person who has studied the subject that a great want in California is an institution of learning of a high order in which the youth of the State can be taught the higher branches at a moderate cost. It is also apparent that the means accruing from the grant of land to the State for an Agricultural College and also that for a 'Seminary of Learning' will not be sufficient to establish and maintain a school or college without direct aid from the State or from individuals or from both. The restrictions contained in the Act of Congress granting lands for an Agricultural College render it practically impossible to make the proceeds available for some time to come."

Attention was then called by Governor Low to the Report of the Board of Directors of the recently chartered institution, the Agricultural, Mining and Mechanical Arts College, of which board he was a member, and to certain statements and recommendations therein. Prominent among these was the proposition by the College of California and the action which had been taken for its acceptance, and it was remarked: "Under these circumstances the advisable course for the State to pursue is to organize and put into successful operation at the earliest moment practicable a State University upon the site selected. The Agricultural department should occupy a prominent place in the general plan of the University, and so should mining and the mechanic arts; but in its general characteristics it should combine all the higher branches usually taught in colleges."

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[7] The important letter from which this quotation is made is in the book of letters relating to pioneer church and educational movements which Dr. S. H. Willey presented years ago to the Pacific School of Religion Library. The letters are not chronologically arranged. This one which bears date of April 4, 1867 is to be found between letters dated in 1855 and 1859.

Mention was made by the Governor of the University of Michigan as "by far the most successful institution of the kind in the United States." Sketching its scope and comprehensiveness, its schools of law and medicine in addition to its various undergraduate departments and stating that had been carried on for the year ending June 30, 1866, with an expenditure of only $76,422, his observation was: "From these facts it is plain to be seen how much good can be accomplished with a moderate expenditure of money." "The number of young men is increasing rapidly and ample means should be provided them for acquiring a liberal education," said the Governor. "The State is in a condition to supply this want, and it will be neglect little less than criminal if the Legislature fails to do it." He suggested then the remodeling of the existing enactment or the making of a new one so as to provide for the establishing of a State University on the general plan in Michigan—and the appropriation by the Legislature of sufficient money for the erection of buildings adequate to the needs of such an institution.

The report that year of the Hon. John Swett, Superintendent of Public Instruction, carried this statement: "The State last year for the first time gave every child the right of a free school, and now with some propriety may proceed to endow a State University." Superintendent Swett then referred to his report made to the previous Legislature in which he had recommended that the proposed Agricultural, Mining and Mechanics Arts College be connected with some existing educational institution. In the meantime valuable information had come to him relative to such a plan, a summary of which he incorporated in his report, doubtless with the thought that it might yet be of value in the shaping of plans for an institution of higher learning. Bateman's Illinois report the year before had brought to him a statement of the disposition made by the several states of the agricultural land grants. An analysis of this historical statement by Bateman shows that nine states had donated the proceeds of the United States land grant to existing educational institutions. These states were: New Hampshire, Vermont, Rhode Island, Connecticut, New York, Pennsylvania, New Jersey, Michigan and Wisconsin.

In New Hampshire the land scrip had been used to establish agricultural and mechanical schools or departments in connection with Dartmouth College. In Rhode Island the proceeds of the grant had been given to Brown University on condition that "the trustees of that institution maintain in connection with it a department for the teaching of such branches of learning as are related to agriculture and the mechanic arts." A New York legislative act of 1866 appropriated the proceeds of the land grant to Cornell College, without any provisions attached, that college apparently being so organized as to make no stipulations necessary. Yale received the Connecticut grant for use in the scientific school in such manner as to carry out the intent of Congress. A New Jersey legislative act of 1864 gave the grant to Rutgers College for the maintenance in a department known as the 'Rutgers Scientific School' of such courses of instruction as would meet "the intent of the act of Congress." Pennsylvania and Michigan had state agricultural colleges already in operation, and the fund went toward an increase of their endowments. In Iowa and Minnesota the fund was used to establish separate and independent colleges. In Massachusetts it was divided between the Agricultural College and the Boston School of Technology. Ohio, Indiana and Missouri had not acted up to that time.

Thus Superintendent Swett marshalled action after action in support of his recommendation — not, however, with any thought or attempt to defeat the proposal by the College of California; for, as he knew, and stated it, the die had been cast. The College of California had decided to disincorporate and thus to become the inceptive part of a university which would in future years claim and secure the undivided support of the people of the State of California. In order that a satisfactory measure to that end might be put through the Legislature the College authorities co-operated with other citizens and secured the election to the Legislature of 1867-68 of the Hon. John W. Dwinelle, one of the trustees of the College.

The bill which was introduced into the Legislature by Mr. Dwinelle on March the 5th, 1868, and which passed with only slight change, was based on a draft made by four of the trustees of the College of California; and this draft was in pursuance of a report made to the College trustees by a committee of their board, on the 9th of October, 1867—Messrs. Dwinelle, Durant and Stebbins constituting the committee. In that report the colleges of the arts—agriculture, mining, engineering, etc., were given precedence. Attention was called to the fact that this was not in accordance with the understanding in the consultations with the State Commission; but Mr. Dwinelle, the chairman of the College Committee, stating that this precedence would more certainly obviate objections in the Legislature lest the requirements of the congressional land grant act might not be met, this order was allowed to stand.

There was not much objection in the Legislature to the measure. One member, Mr. Maclay of Santa Clara County, a supporter of the Methodist college near San Jose, objected at first, but withdrew his objections just at the last. He had introduced a bill which made provision for a central School of Science, to which was to be given half of the fund coming from the national land grants, the other half to be apportioned among the chartered colleges—all such colleges, along with the School of Science, to be under the general supervision of a State Board of Regents.

The Rev. S. H. Willey, Acting-President of the College of California, made several visits to Sacramento in the interest of the measure; and, about the middle of March, when it seemed for a short time that the bill might be so delayed as to fail of passage at that session of the Legislature, spoke so persuasively before the committee having it in charge, and other members, that it was thereafter expedited in every possible way. So confident was the College of California that its offer would be accepted that it had not been making any arrangements to continue its work beyond May that year, and an unpleasant situation both for the board of trustees and the students began to loom on the horizon.

The bill passed the Legislature on the 21st of March, 1868, without any dissenting votes and received the Governor's signature on the 23d—the University of California Charter Day.

While these steps were being taken for the transfer of the College to the State as the inceptive part of a University, the Rev. Dr. Horatio Stebbins, pastor of the Unitarian Church of San Francisco, was president of the board of trustees. In an address in February, 1868, Dr. Stebbins said: "This, then, is our vocation—to make men more manly, and humanity more humane; to augment the discourse of reason, intelligence and faith, and to kindle the beacon fires of truth on all the summits of existence." . . . "And to this end and for this cause," said Dr. Stebbins, "may our University stand so long as sun and moon shall endure!"

The address before the Associated Alumni in 1868 was given by the Rev. Dr. Dwinell, pastor of the Congregational Church at Sacramento, later professor of homiletics and pastoral theology in the Pacific School of Religion. In that address Dr. Dwinell set forth the necessary and vital elements in a University if it should meet the needs of humanity, and remarked in conclusion: "In divine ideas, the accumulated verities and facts underlying the highest spiritual training of the ages, can come from near and far, bringing with them in true loving fellowship all the instruments, facilities and enthusiasm of modern learning, science, letters, philosophy, respect for man, and the most royal use of reason, and center around our University, brood over it and nourish it, it will have a noble career, will usher in a new era for learning; and university life will rise to a higher point on these western shores than it has attained elsewhere." Adapting then certain words of Milton at a time when he had a vision of the rising glory of England, Dr. Dwinell said as to our university: "Methinks I see it on this new and higher mission. . . . Methinks I see a noble and puissant university rousing itself like a strong man after sleep, and shaking her invincible locks; methinks I see her as an eagle mewing her mighty youth, and kindling her undazzled eyes at the full midday beams—purging and unscaling her long abused sight at the fountain of heavenly radiance."

At the time when the University was chartered, in March, 1868, it was expected that it would open in September that year. In July, however, the regents stated in a communication to the trustees of the College of California that the work of the University could not be properly commenced that year and expressed the hope that the College would continue its work for another year and then enter into the relations provided for in the act chartering the University. At that time the University regents stated, in the communication to the College trustees, concerning the action taken by them in October 1867: "If we consider the donation as property, it is munificent; if we consider it as academic spirit, it is the seed-plot of the University."

The proposition, as originally made, was that the College would donate its Berkeley site and when a University should be established thereon, in accordance with its proposals, would disincorporate and hand over to the University all its assets after discharging its indebtedness. Later, by agreement with the regents, the residue of the property was transferred to the University, the latter assuming and paying the indebtedness.[8]

All in all the transaction was a profitable one financially for the University. It acquired thus not only the College site in Berkeley, as an absolute donation, and adjacent property at a low figure, but also buildings in Oakland in which to carry on its work while new buildings could be arranged for and constructed on the permanent site at Berkeley. In the "Report of the Regents" which was made by Secretary Moulder in 1872 it was remarked: "The purchase of all this property for the sum of fifty-four thousand dollars was considered a very advantageous operation for the State—while it supplied a pressing need of the University, furnishing ample accommodations for the number of students then applying for admission."

Soon after the University acquired thus all the property of the College of California, it purchased the Brayton property in Oakland which had been acquired by Mr. Brayton from the College in which to conduct the College School as a preparatory department after regular college work had been begun by the College. Concerning this property Mr. Moulder stated:

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[8] The indebtedness of the College of California which was assumed by the regents of the University was fifty-four thousand dollars, at least ten thousand of which had been incurred by acceding to the request of the regents to carry on the College work a year longer than had been expected when the movement was entered upon for the chartering of the University.

"Experts familiar with the value of this property are of the opinion that it could be sold today, if necessary, for a handsome advance on the price paid for it by the regents."

In this highly advantageous manner the University came into possession of four blocks of land in the business part of Oakland, bounded by Twelfth, Franklin, Fourteenth, and Harrison streets, "with the valuable and extensive buildings thereon, well-furnished and equipped for immediate use, and believed to be ample for the accommodation of six hundred students."[9]

The land in Berkeley thus acquired consisted of valuable tracts adjacent to the 160 acre College site—18.25 acres in plat 82, 64.49 acres in plat 80, a half interest in 230 acres designated as "the mountain tract," carrying valuable water rights, and a large number of lots in the College Homestead plat.

In the manner herein set forth the University of California became the inheritor of the College of California—of the property by forethought and skillful management acquired; of all that it had been and had accomplished: the devotion and self-sacrifice of its founders and upbuilders; the sentiment for higher education which it had created and had steadily fostered.[10]

In June, 1869, the College sent forth its last class; and a little later, all legal matters being arranged, the formal transfer was made and the College of California became an integral part of the University of California—forever enthroned on the beautiful site which had been consecrated to learning by those devoted pioneers on that historic April day in 1860.

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[9] "Biennial Reports" (1872-1879). University Library.

[10] In accordance with a provision of the organic act the graduates of the College became the graduates of the University; and in 1876 John L. Beard of the class of 1868 was the first of the alumni to become a member of the board of regents.

PART III.

THE UNIVERSITY FROM THE TIME OF ITS INCEPTION

[Parts I and II traced the movements for a State University from 1849 to the time of the chartering of the University of California in 1868 and gave the outstanding events in the life of the College of California which became its inceptive part. In the chapters of Part III is traced the development of the University from the time of its launching and opening down through the sixty-one years of its existence.]

CHAPTER XX.

THE LAUNCHING OF THE UNIVERSITY

Chartered on the 23rd of March, 1868, the University of California opened for the work of instruction on the 23rd of September, 1869. Between the date of the chartering and the date of the opening there were certain events which were disturbing and disquieting to many of the friends of higher education. Naturally there was solicitude. An educational institution which had served California well at a period when it was greatly needed, and which was still needed, was changing its relations. What of its future? Would the institution of which it was to become a part be wisely and safely launched so as to sail without early disaster?

One of the dangers which had been feared when the question of the merger of the College of California and the Agricultural, Mining and Mechanical Arts College was under consideration was that the new institution thus to be formed might be politically controlled and manipulated. On that rock several State educational institutions in the East had already met with disaster.

On the 18th of January, 1868, two months before the University was chartered, this solicitude was expressed in an editorial in "The Occident"—a weekly journal devoted to religion and education, and particularly to the work in California of the Old School Presbyterian Church. The editor of this journal was the Rev. Dr. James Eells, who had come in February 1867 from successful pastorates in Cleveland and Brooklyn to the First Presbyterian Church of San Francisco. Interested in the work of higher education he was elected a trustee of the College of California on the 5th of February, 1867, the week of his arrival in San Francisco, and had a prominent part later that year and early in 1868 in bringing to a consummation the negotiations between the trustees of the College of California and the directors of the Agricultural, Mining and Mechanical Arts College which resulted in the chartering of the University of California on the 23rd of March, 1868.

On the 9th of October, 1867, the day the trustees of the College of California voted to make donation of the College property for University purposes, a committee was constituted to confer with the board of directors of the Agricultural, Mining and Mechanical Arts College "concerning a proposition for a bill to be presented to the next Legislature for the organization of a State University." The committee consisted of Messrs. Stebbins, Eells, Dwinelle, Durant, and Willey. Dr. Eells was made chairman of this committee at its first meeting. By vote the 9th of October, after the committee had been constituted, its powers were extended so as to embrace all matters of conference between the trustees of the College and the directors of the Agricultural, Mining, and Mechanical Arts College. At a later meeting, it was voted that all matters pertaining to the passage of a proper bill, respecting a University, through the Legislature, be referred to that committee.

After consultations with the board of directors of the Agricultural, Mining and Mechanical Arts College, of which board Governor Low, whose remarks at the College commencement exercises in June had been a seed-thought of the movement to unite the two institutions into a State University, was chairman, this committee of the College of California outlined a measure which was the basis of the legislative bill framed later by John W. Dwinelle and introduced by him into the Legislature on the 5th of March, 1868, with the title "An Act to Create and Organize the University of California." This bill, after a few changes had been made, was passed by the Legislature on the 21st of that month and was signed by the Governor on the 23rd.

This outline by the committee of the College of California has place in the Prospectus of the University which was prepared by Professor John LeConte in 1869 in cooperation with a committee of regents. The bill framed by John W. Dwinelle was given and it was stated in connection therewith: "The only plan furnished to the author of this bill was the following, digested by four of the trustees of the College of California, which well illustrates their complete surrender of their own College to the cause of the University, the largeness of their views, as well as the difficulty of drawing a bill upon that basis which should embrace all the details, and protect all the interests which circumstances required."[1]

Identified as he was with this movement for a State University, Dr. Eells naturally would have something to say about it in the journal of which he was editor—a journal devoted to Education as well as to Religion. "With no little anxiety are the friends of education and of this noble State waiting for the action of the Legislature in respect to a University," was the observation in that editorial, January 18, 1868. "So far as we can judge," the declaration was, "the spirit of those who are to have the honor of inaugurating this most worthy demonstration of California's purpose to prepare for the future is a fair reflection of that which is felt among the people. Men of every class and party find this common ground on which to stand. Laudable State pride, far-seeing wisdom, desire to provide for our sons what may equip them for their work, and a desire at the same time to make this coast attractive to all who may think of it as a home, combine to make the proposition that we have a University one of the most popular ever presented in our Legislature."[2]

Among the perturbing things at that time was the change in State administration which occurred at the election in 1867. Governor Low had been for many years a friend and generous supporter of the College. As shown in the concluding chapter of Part II, he had at the Commencement exercises in 1867 dropped a seed-thought which had been one of the things operating to bring forth not long thereafter the proposition from the trustees of the College of California to make that institution an integral part of a State University. Governor Low, who had been the Union party candidate in 1863, did not seek renomination for the governorship. Mr. George C. Gorham, a man unpopular in some ways, was nominated and the party suffered its first defeat since the beginning of the civil war.

The candidate of the victorious party that year, the Democratic, was Henry H. Haight, a San Francisco attorney, variously identified with pioneer causes for the good of the State.

A graduate of Yale College in 1844, he was admitted to the bar in 1847 and practiced in St. Louis in partnership with his father, Fletcher M. Haight, who coming to California in 1854 was at a later date appointed by President Lincoln district judge for the Southern California district. While in St. Louis Henry H. Haight was for a time editor of a Free Soil newspaper and was severe in his criticisms of slavery, the slaveholding power, and the Democratic party. He arrived in California on the 20th of January, 1850, and entered at once on the practice of law. In 1856 he was an ardent supporter of General John C. Fremont for the Presidency. The Republican State convention in 1859 made him chairman of the state committee. "He was then known as one of the straightest of the so-called Straight Republicans," says Theodore H. Hittell in his "History of California" — "men who were not only Republicans but such uncompromising Republicans that they were in favor of running a straight Republican ticket at the hazard of defeat, and opposed to joining with the Anti-Lecompton Democrats in a Union party though almost certain of thereby securing success. On February 22, 1860, he called together the Republican State convention of that year at Sacramento, being the same body that sent delegates to the Republican national convention at Chicago which nominated Lincoln for President. From that period until the presidential election in November, 1860, he was very active, devoting much attention to his duties as chairman of the committee and spending much time in writing straight-out Republican articles for the newspapers. At the election he voted for Lincoln, and for some time after the inauguration and the commencement of the civil war, he professed to be and was supposed to be as determined and confirmed a Republican as any man in the party. But in course of a year or two, either because he changed his opinions on the subject of slavery or because he received no such recognition as he thought he deserved for his services and considered himself slighted by the Republican party (for different persons give different reasons) he became an out-and-out Democrat, and turning against Lincoln, labored and voted for his Democratic opponent, George B. McClellan. Whatever may have been his reasons for his change of position, it is certain that the Democratic party accepted his advances and tender of allegiance, and at the very first opportunity, in 1867, rewarded his adhesion by nominating him for the office of governor."

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[1] University Archives.

[2] For the "Occident" files see library, San Francisco Theological Seminary, San Anselmo, Cal.

Governor Haight had had nothing to do with the movement toward a State University, which had been in progress for nearly a year before he was elected. He had no comprehension of the College of California as an institution of worth. Although a Yale College graduate he had never visited the College of California; had not attended any of its commencement exercises; had not been a member of the Associated Alumni, that College of California organization which gathered together in Oakland year after year the graduates of the colleges and universities throughout the country who were residing on the Pacific Coast, and which had operated powerfully for the building up of a sentiment for higher education. He had never even been present at one of these assemblages. He had never contributed anything to the Contra Costa Academy or the College School or the College of California. His interest in the work of higher education in California was confined almost entirely to City College, the Old School Presbyterian institution in San Francisco.

In his inaugural address, which was given on the 5th of December, 1867, and which was devoted almost entirely to an exposition of the extreme doctrines of the party which he had recently espoused, and to severe criticism of the reconstruction policy of the national administration at Washington, Governor Haight made mention of the movement for a University as follows: "The reformation of our present defective state prison system and the organization of a State University are objects of great public importance, the attainment of which I should be glad to facilitate in any way within my power."[3]

Certain steps had be taken by the College before negotiations were far enough along to justify the introduction of a bill into the Legislature for the chartering of the University in accordance with the proposition made in October 1867. The land had to be surveyed and mapped, titles perfected, etc., and everything passed on by lawyers and finally by the Attorney-General of the State. When finally a deed had been drawn up and signed, transferring the land to the directors of the Agricultural, Mining, and Mechanical Arts College, it was ascertained that they were not a corporate body, and that the title could not vest in them. This necessitated another deed—one directly to the State. It was not accordingly until the 5th of March that Mr. Dwinelle introduced the University bill into the Legislature. In the meantime the project was kept before the people and efforts made in various ways to acquaint the legislators and others with it and its high importance to the State.

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[3] Journals of Senate and Assembly.

The week of Washington's birthday, members of the Legislature and the municipal officers of several cities and other persons of influence were invited by the Oakland officials to visit Oakland and Berkeley to that end. Several hundred persons came and they were escorted in a long procession of carriages, led by the Oakland band, to the College grounds at Berkeley, in order that they might gain some conception of the proffered gift to the State for University purposes. Later a banquet was tendered them in College School hall in Oakland. Among the toasts that day was the following: "The University of the State of California! To have laid its foundations broad enough to embrace every child of California that thirsts for knowledge, and deep enough to endure for all time, will be the crowning glory of the Legislature that shall honor itself by inaugurating it."

The "Oakland Daily News" in its report the following day stated: "Dr. Stebbins made the most powerful and eloquent appeal in behalf of the establishment of a State University that we have ever heard. He believed that in one hour he could lay the facts before the joint committee of the Legislature so as to gain their unanimous favor, and an effort as powerful as his we verily believe would convince the whole Legislature, so that there would be no dissenting voice."

Dr. Willey was quoted as having expressed the opinion that the founding of a University was the opportunity of the hour and that it would be the principal work of the year.

Commenting on this Oakland event, "The Occident" spoke of the University project as "one of the grandest enterprises ever proposed in California," and declared: "It will be long before another opportunity will occur; and even were there no advantage in the offer, every reason urges upon us the necessity for beginning a University without delay. We cannot afford to have inadequate facilities for education, nor can we afford to wait."

About a week after the University bill had been introduced into the Legislature, comments on it began to appear in the newspapers. "The Pacific" for the 12th of March stated: "We received and read for the first time on Monday last the bill introduced into the Legislature last week for the establishment of a State University. We are very much pleased with it on the whole. It is a wise measure. We hope every friend of learning (and who is not a friend of learning?) in the Legislature and out of it will give this measure a hearty and generous support. The time is ripe. It should be attended to **now**. Not a day should be lost. It will be a great misfortune to the young men and lads of this State if this University is not established at once. No better scheme can be devised in our present light. This measure combines all the wisdom of all the recent universities of our land. It will furnish all the facilities, in due time, which our young people will need to fit them for all pursuits and stations in life. It will begin immediately to educate us all, as well as its officers and pupils. We all have need of its inspiration and its lifting power. We shall not half live without it. Our legislators should now get the honor and do themselves the good of starting the State University."[4]

The San Francisco "Evening Bulletin" stated on the 17th of March: "The unanimity of feeling of the friends of education concerning the University is unmistakable. And the bill before the Legislature embodies as far as possible these concurrent views. It is not a day too early to found this institution of liberal learning. It will be a good day for California when the University shall open its doors and freely invite the youth of the State to enter without price. What the Michigan University is now doing for the West we hope to see the University of California do for the Pacific Coast. We have heretofore noticed the bill in detail, and are glad to find so little to criticise and so much to commend. It now needs only the consideration of an enlightened and catholic judgment to become a law."

The day after the bill had passed in the Legislature, and the day before it had received the Governor's signature the

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[4] Bancroft Library.

"Bulletin" remarked: "We have now a University on paper—a noble institution in theory. The first step having been wisely taken we look hopefully to the next. . . . The new institution is founded under the most favorable auspices. Let the State be just toward it. The first donation was the aggregate result of many private offerings made often from straitened resources, but as an earnest that men were looking with hope and faith toward the future." Concerning this first donation, which came from the College of California, "The Bulletin" stated: "It is, in the opinion of good judges, equivalent to $100,000; and the property which the College proposes to turn over at a future day may be set down at $50,000."

Sentiment was not undivided at the time when this movement for a State University was under way. There was opposition to it on different grounds. Some persons opposed it, or questioned the wisdom of it, because they believed that a State University would be damaging to the denominational institutions—that these were needed and that there was not a sufficient field then for both. To such lengths was this opposition (not wide-spread) carried that one exceedingly zealous advocate of the denominational institutions, the Rev. Albert Williams, connected with City College, San Francisco, the Old School Presbyterian institution, questioned the legal right of the College of California to take the step it proposed to take, and it was necessary for the settlement of the question (it having been raised) to have a court decision with respect thereto. It is worthy of note that the Rev. Dr. Eells, a trustee of the College of California, an ardent advocate of the movement, was also a member of the board of trustees of City College, several other trustees of which were against the University movement. The "California Christian Advocate," the organ of the Methodist Episcopal Church, published communications against the movement, and appears from references to it in other papers to have taken a position against it editorially—on account of the College of the Pacific at San Jose.[5]

There were persons who desired simply an agricultural school or such an institution as had been chartered by the previous Legislature. There were others who desired an institution not dissimilar to the one proposed, but wanted it located elsewhere than at Berkeley.

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[5] The files of the "California Christian Advocate" were burned in the great disaster in San Francisco in April 1906, and it is not possible to ascertain the attitude of that publication editorially toward the University in its beginning—except indirectly. Only a few volumes of that pioneer publication are in existence anywhere.

However, so finely was the movement handled that the measure passed the Legislature as hereinbefore stated.

The case in court for the decision of the question of the legality of disincorporation was instituted after the organic act had been passed. Begun in the district court in San Francisco it was carried for final adjudication to the supreme court.

In taking up the consideration of the question, the supreme court said: "The agreed case shows that the president and trustees were actuated by the most laudable motives in the disposition they proposed to make of the property, ... by a praiseworthy desire to build up an institution of learning commensurate with the wants of the State and capable of dispensing greater benefits to the public than could be anticipated from the College of California." It was then declared: "If their lawful purpose fails, it will be solely because of a want of lawful power to accomplish it, and not because it is tainted with any moral wrong. It is a question of power merely, and in that light we shall consider it."

The court in its deliberations found a way for the College of California to carry out its desires and to disincorporate—declaring it not only lawful for it so to do but characterizing their action as "eminently meritorious and conducive to the public interest."

It was held that the fact that a portion of the funds of the College were the result of voluntary donations to it could in no way impair the power of the trustees to dispose of its property in the proposed manner.

"The donor must be presumed to have known the law, and must be held to have assented in advance to any lawful exercise of power in good faith by the president and trustees in respect to the corporate franchise and property. In addition to this, the donations were absolute and unconditional. The donors retained no interest, present or future, in the sums donated, nor acquired thereby any interest whatever in the corporate property nor any right to control it. The donations were voluntary offerings by patriotic citizens in aid of the cause of education, and the management and disposition of the fund was confided absolutely to the president and trustees, subject only to such limitations and restrictions as the law placed upon them."[6]

One of the provisions of the organic act establishing the University was that "no sectarian, political, or partisan test shall ever be allowed or exercised in the appointment of regents or in the election of professors, teachers, or other officers of the University."

The organic act provided for ex-officio members of the board of regents as follows: The governor, the lieutenant-governor or the person acting as such; the superintendent of public instruction; the speaker for the time being of the Assembly; the president of the State Agricultural Society, and the president of the Mechanics' Institute of the City and County of San Francisco. Provision was made for eight appointive members, "to be nominated by the Governor, by and with the advice and consent of the Senate." The board thus constituted in part was to select eight additional members — designated as honorary but with powers equal to those of the others. It was provided that in the event of the adjournment of the Senate before the appointment of the first eight members, or before it had confirmed the Governor's appointments, no such confirmation would be required. This provision for appointment solely by the Governor without "the advice and consent of the Senate" was made because of the fear that the act for chartering and organizing the University might not pass until the very last day of the session. It was only because of the most careful attention of the acting president of the College of California that the committees of the two branches of the Legislature pressed the measure forward to a conclusion. He went before a joint committee having its consideration and made it evident that having made the proposition which the College had made in order that the State might have a first-class University established, and not merely an agricultural and mechanical arts college, the interests of the College would suffer if there should be delay; they owed it to the students under their instruction to continue the promised advantages which had brought them there, and the decision to disincorporate and become an integral part of a State University had begun at once to operate against their financial support by the friends of the institution. It was thought, of course, that aid was no longer needed.

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[6] California Reports. Vol. 38, pp. 166-175.

The Legislature adjourned on the 30th of March, nine days after the act establishing the University had been passed, seven days after the measure had received the Governor's signature. On the 2d of April "The Pacific" remarked editorially: "The Governor had not time, in the hurry and confusion of the close of the session to send in nominations to the Senate for a board of regents; but it is understood that he will soon appoint eight persons to act as regents, in accordance with the provisions of the bill." Continuing, the editor, the Rev. Dr. J. A. Benton, who had been a leading trustee of the College from the time of its chartering in 1855, said: "A serious responsibility is thus thrown upon him, but we have no doubt that he will be wise and just in the matter." The concluding part of the editorial was: "We sincerely congratulate all the friends of education in the State, and in particular the promoters of this scheme on the success of the measure and the happy auspices under which the institution seems about to be inaugurated.

"In doing honor to those who have given time and thought and soul to the establishment of the University special mention should be made of Lieutenant-Governor Holden, Hon. Senator Robinson of Alameda, and Hon. John W. Dwinelle of Oakland, for their services in connection with the Legislature and previously. It would be impossible to mention all the good friends the measure had in the Legislature and out. We hope they are to be abundantly rewarded by seeing a noble institution arise, which they shall be proud of, and all the people of the State shall have pleasure in."

The statement in the foregoing that the Governor did not have time to send to the Senate the required nominations for the board of regents did not have general acceptance in the light of the events of the following months, and no doubt was questioned by some persons immediately.

It was remarked after the appointments had been made some weeks later that 22 members of the Senate were Union party men and that only 17 were of the Democratic party; and that the Governor's selection probably would not have been approved. If nominations had been made while the Legislature was in session they could have been made only in accordance with the wording of the organic act—"by and with the advice and consent of the Senate."

Three weeks later, on the 23d of April, "The Pacific" had this observation: "The Governor has not yet had time to make his appointment of regents for the proposed University. If it be not too late we have a suggestion to make concerning what is needed in the proposed board of regents. It is understood that the first eight whom the Governor is to appoint are to be residents of this city and its vicinity. On these eight persons virtually all the burdens of work and care will rest. These persons should be men who love liberal learning, who are hearty in their approval of this University scheme. Three are needed who shall be the sub-committee on study and instruction; other three business men are wanted, competent and willing to be the finance committee or committee of ways and means; and two who shall be a committee on grounds and buildings. These persons will need to meet often during the first years of the life of the institution. The full board, including those who may reside in the interior, cannot be gathered in force oftener than once in three months. Days and weeks will have to be devoted to the institution by any who are called to the care of it by the command of the Governor. We sincerely hope he may make a good selection, the best one possible, and that the gentlemen appointed will push the preliminary measures rapidly along to a success undoubted and to their rightful grand conclusion."

On the 7th of May, under the caption of "University Lands" "The Pacific" remarked: "The State of California is by act of Congress entitled to 150,000 acres of public lands for the support of her educational institutions of the higher grades. These lands have never been located. Had they been located a year or two ago, and well located, they would have been worth more than a half million dollars at this hour. The State Surveyor-General might have located them two years ago. The failure to do so has entailed much loss upon our State's educational funds. During the last year hundreds of thousands of acres of the best lands in the State, as fast as surveyed, have been seized upon by scrip owners from other states who have agents here locating lands. It is even said that persons in their interest have been in company with the surveyors and have floated their scrip at once on every nice tract of land as soon as the survey was approved. These persons know just when to be on hand and where to make the best locations. It is of the greatest importance that our University lands be located, in order that the institution may have the advantage of their appreciation in value. The regents of the University when appointed will have the right to select a locating agent. We hope they will be able to send out such an agent in the course of a few weeks. Prompt action is needed."

Seven weeks passed after the adjournment of the Legislature before Governor Haight appointed the eight regents which the organic act required that he appoint. Five of the eight selected then were members of his own party. Four of the six ex officio regents were members of the same party. Accordingly the board of regents thus constituted numbered nine Democrats and five Republicans. In an editorial comment by the "San Francisco Bulletin" on the 22d of May it was observed: "After an unaccountable delay the names of the regents of the University are announced so far as the selection was within the control of the Governor. The names are in most instances those of well-known citizens. Of the eight regents only two, or three at most, have taken any special interest in the project of establishing a University. Two of the real workers were found worthy of a place on the board of regents. A majority are political friends of the Executive, care having been taken to preserve the 'balance of power'."

A few days after the announcement of the names of the regents "The Occident," the Old School Presbyterian Church journal, remarked editorially: "We are acquainted with but few of the gentlemen selected, but take it for granted that they are able and willing to begin the really formidable work necessary to the organization of such an institution as is proposed. It will not spring up on the splendid site where it is to stand, at the command of those who are to have it in charge. It must be the product of much thought and labor and self-sacrifice; and we shall have no University unless a working portion of the regents are so fully aware of this that they are willing to give time and study to its demands. No doubt the remaining eight will soon be elected, and then we hope to hear that some wise agent has been sent out to locate the public lands donated by the government, and that arrangements have been made for the commencement of instruction, at least so far as is necessary that the classes of the College of California may be transferred to the University without serious interruption of their course. We have a noble University on paper, and we have abundant provision for its development."

The first meeting of the board of regents was held in the law office of Messrs. Haight and Temple in San Francisco on the 9th of June, 1868. At this meeting the eight additional regents for which provision had been made in the organic act were chosen—four Democrats and four Republicans, thus making the board with respect to political affiliations, thirteen Democrats and nine Republicans.

This course of procedure added to the existing disquiet among the friends of higher education, without regard to party, who were anxious that the University should be a success. There was but little newspaper comment on the selection. The political complexion of the board had already been forecast.

Concerning the full board, the "San Francisco Bulletin" observed: "It embraces a fair proportion of well qualified men, who are zealous and intelligent friends of liberal instruction, as well as a number who represent the wealth and public spirit of the State and who will no doubt co-operate heartily in all proper measures for the advancement of the common end."

The board of regents on the 25th of June appointed a committee to consider and digest the work to be done by the board for the organization of the colleges and the other duties charged upon it by law. This committee was requested to report "A detail of such duties and a plan of proceeding." The committee made report on the 2d of July. They held that the organic act was so framed that it would be necessary to establish the four colleges of agriculture, mechanic arts, mines and civil engineering before the college of letters. Mention was made of the proposition by the College of California to transfer its property to the board of regents and also of "the academic spirit and form of the classes now in the College"; and it was observed: "If we consider the donation as property, it is munificent. If we consider it as academic spirit, it is the seed-plot of the University." The report then continued: "When this proposition was made, it was hoped and expected by the trustees of the College that if the State complied with the conditions prescribed, the University would be opened at the beginning of the academic year 1868. A general expectation of this sort was in the minds of all. This expectation was sustained by the fact that the organic act establishing the University contained a provision allowing the regents 'to make temporary arrangements in the City of Oakland' in case the permanent buildings on the University site were not completed. Yet, notwithstanding this provision and general expectation, there is nothing in the organic act, nor in the proposition of the trustees of the College, fixing the time at which the University shall be opened. All is left to the judgment and discretion of the regents."

When the committee came to the consideration of this question, it was stated that they shared the general expectation that the University was to be opened that year. But on deliberation, discussion and interchange of opinion, they came to the unanimous conclusion that it was impossible. The year was too far advanced. "The organic act establishing the University was passed only in the very last days of the session. The board of regents is now not fully organized, and to announce the University of California in ninety days would be like extemporizing a pyramid. The committee acquiesce in the necessity, with more satisfaction, because they believe it is more in keeping with the dignity of our enterprise." [7]

It was stated further: "The committee believe that their view will on reflection commend itself to all. And as their conclusion involves the carrying on of the College of California by its trustees for another year, contrary to the expectation of that body, they are especially desirous that the trustees of the College should review the whole ground in the light of their own magnanimous policy, and acquiesce in the disappointment, with the assurance that the regents cherish the liveliest sense of their zeal in the promotion of the common cause, and hope that they will consider their relation to the University unchanged save in the necessary postponement of its consummation. They believe also that it has some positive advantages. It gives time for deliberate action in matters where any premature judgment or haste would be indefensible. It gives an opportunity to announce a general plan of the University to the State, and to suggest a course of preparatory studies to the youth who desire to enter the University—thus diffusing intelligence and interest in anticipation of the opening of the University. It is an advantage that can hardly be overestimated, in enabling us to give a certain completeness to the institution at the beginning."

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[7] University Records. Comptroller's Office.

Among the conclusions then reached was the following: "To select at as early a moment as practicable the best man who can be found at home or abroad for president; announce within three months our courses and standard of admission and invite the students of the public and private schools throughout the State to fit themselves for entering the University a year hence."

It was the expressed belief of the committee that in this way the University could be opened early in September 1869 "with a large body of students from all sections of the State." It was believed that there would be an emulation among the youth of the State to be among the first to enter the University and a desire for this first entrance on the part of parents. So ardent was this belief that it was declared that the number of applicants probably would exceed the facilities to accommodate them. It was thought that there would be a waiting list and that if any entrants should drop out or prove to be laggards their places would be taken immediately. By this course of procedure the declaration was that success would be secured from the very beginning, and achieving that, "the Legislature and the people could be unhesitatingly relied on to sustain, foster and develop the institution in every possible way."

The committee then framed the following resolution which was presented to and adopted by the board of regents and sent to the board of trustees of the College of California: "That the regents of the University convey to the trustees of the College of California their high appreciation of the enlightened liberality evinced by that body in its proposal to donate its whole property to the University and disincorporate on the organization of the College of Letters with its full course of studies. That regard for the highest interest of the University alone prevents the present acceptance of the offer; and it is therefore suggested to the trustees of the College that their organization and classes be maintained for another year, at the end of which time it is expected that the University will be so far organized and advanced that they can with better light determine whether or not to transfer their students to it and disincorporate."[8]

The regents did not, however, await such suggested action on the part of the trustees of the College of California. On the 6th of April 1869 they sent to the president and trustees of the College a communication setting forth resolutions unanimously adopted on the 5th, which declared: "That for the purpose of simplifying our relations and for the greater facility in the management of our affairs we do hereby express to the trustees of the College of California our readiness now to conclude the transactions by which their institution and its effects are to be transferred to the University."

At the meeting of the regents which was held on the 2nd of July, 1868, it was resolved that "an edifice of sufficient capacity to accommodate one hundred students be erected as soon as practicable on the University grounds; that it be of such design as to be capable of immediate use for the colleges of Agriculture, Mechanic Arts, Mines, Engineering and Letters; and at the future it was to be made a part of a larger whole, when the wants of the University may require it."

Inquiries by some of the members of the board of regents had led them to believe that a modern building adequate for the needs of the University for two or three years could be erected for $20,000 and the committee was instructed to obtain specifications and advertise for bids for the construction of such a building. This committee reported soon against such construction. It declared that a satisfactory or partially satisfactory wooden building would cost between $70,000 and $80,000—more money than the University treasury held then, and the board had only recently because of poverty voted against the construction of a stone building at a cost of only $75,000.

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[8] Records. Office of Comptroller. California Hall.

"It is pretty clear," stated the committee, "that if we proceed to erect this building at the present time we shall find ourselves at the end of a few months the regents of a University consisting of an unfurnished wooden building, but situated four miles from any center of population—practically inaccessible to students, unpossessed of a single book or other material means of instruction, or of a dollar wherewith to procure them, and whereof all the learning reposes in the breasts of a corps of professors, the means for the payment of whose salaries are at the best precarious."

The organic act forbade dormitories, and accommodations for board and lodging presented a difficult problem. Berkeley's relation to and connection with Oakland, and early possibilities, were considered: "It is said that a horse railroad is in contemplation to extend from Oakland to the University grounds. This if built would partially overcome the objection of distance, by rendering it possible at considerable inconvenience for students to lodge in town; but it seems to us that if it is to be constructed, relying on the University as a source of travel, some years will elapse before it will be undertaken by sane men. While, if contemplated for the purpose of supplying a want actually existing, or supposed to exist, our better course will be to see it built before we build on the faith of it."

Land in the vicinity of the University, the committee asserted, was held at high prices, building material because of transportation would cost more in Berkeley than elsewhere, the price of food would be higher, and men would not in all the circumstances risk the investment of money in an effort to furnish accommodations for students most of whom must live economically.

Other reasons against erecting university buildings in Berkeley at that time were set forth and the project was not undertaken.

THE SIDE-TRACKING OF THE COLLEGE MEN

It became evident at an early date that the founders and upbuilders of the College of California, the institution which had made possible a State University in California at that period in her history, were not to be permitted to have much part in the organization of the University. Not one of the long-time characterizing men was given a place on the board of regents. Dr. Stebbins, the president of the board and who was chosen as regent, had been a member only two years; Mr. Dwinelle only a year and a half. Such long-time characterizing men as Joseph A. Benton and Ira P. Rankin were given no recognition. Twenty years thereafter this fact—that the College was not to be allowed much part in the organization of the University—patent in 1868 and 1869, and commented on considerably then, was stated in the exact words of Governor Haight in a conversation with the Rev. Dr. William Alexander, a professor later in the Presbyterian Theological Seminary at San Anselmo. In conversation with Dr. Alexander one day in June 1888, Dr. S. H. Willey observed that Governor Haight had not given any of the characterizing and historic friends of the College of California any voice in the organization of the University. Dr. Alexander's reply was in substance: "I knew that was so in this way: I had just come to California and had occasion to meet Governor Haight about the time he was making up the board of University regents. Among other things he said to me then: 'Those gentlemen (referring to the well-known supporters of the College of California) expected to have a good deal to say about the organizing of the University; but, I'll see that they don't'." [9]

In an article on "The University of California" in the "Overland Monthly" for October, 1892, there is some explanation, or attempted explanation, through friends, of Governor Haight's course in organizing the University; much of the ground taken, however, is untenable. After inquiry among friends of the late Governor Haight, who died in 1878, the writer [10] of the article expressed the conclusion that from the Governor's point of view the College of California "did not play any large part in the University question;" that it had been possible for him and others to make use of its gift in laying the foundations of the University; "but the gift itself he and others about him did not regard as of much value; the College was crippled with debts, and though it had property enough to cover them it was all in real estate that might not be available for many years, while the debts would have to be paid at once by the State; the College came before him with the aspect of financial failure. Its aims were lofty; its men to be revered, but it had not 'got there'."

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[9] Note Book, College of California, from Documents, University Archives. A memorandum by Dr. S. H. Willey, supplementing his "History of the College of California." The memorandum made in 1888 was given to the University in 1906.

[10] Miss Millicent Shinn.

But the facts are that Governor Haight had a very inadequate conception of the College of California. Chapter XIX, Part II, of this volume makes it evident that the College of California was in no such financial condition as Governor Haight's friends pictured him as thinking it to be. If Governor Haight had sought to acquaint himself with the College of California he would have found it in no such discreditable condition. The College had "got there." It had made for itself an enduring place and name, and could have gone on with increasing usefulness.

There is evidence that Governor Haight's estimate of what the College of California was and had done was a higher one that his friends represent. When in July 1868 he had transmitted the resolution of July the 2d to the trustees of the College of California, he had written personally: "I cordially concur in the appreciation of the liberality and public spirit evinced. . . I trust that the future history of the University will be such as to reflect honor on the State and upon all who have labored and sacrificed in the noble cause of learning and education." And in his message to the Legislature, December 8, 1869, Governor Haight remarked when speaking of the State University: "In this connection it is proper to acknowledge the disinterested liberality of the trustees of the College of California who from an enlightened zeal for the cause of education first donated to the State 160 acres of the 200 referred to, and then placed at the disposal of the State all the assets of the corporation which remain after payment of its liabilities. The liberality and public spirit of these gentlemen have very much facilitated the attainment of the objects had in view in organizing a University."

Governor Haight's friends stated further in the words of the "Overland Monthly" article: "In spite of the most faithful effort to be non-political and non-sectarian, the College of

California had by sheer force of gravitation become mainly Congregational, and almost exclusively of New England. This, Governor Haight intended to break up; he meant to make the University as broad-based as the population of the State."

The facts with respect to this are: The College of California was broad-based—not quite so broad-based, of course, as a State University could be; but it was in order that there might be an institution of higher learning in California a little more broadly based than theirs could be that the founders and upbuilders of the College proffered their donation. In order that there might be an institution on the board of which Jew and Catholic as well as Protestant should have membership, it was not necessary that the College be denied due participation in the organizing of the same. Nor could denial of this right in the case minister toward bringing pro-slavery men and anti-slavery men into a better understanding, more sympathy, and pleasant working relations. Rather, it would naturally operate to the contrary.

The "Overland Monthly" article mentions Governor Haight's friends as saying: "Then, too, he felt under certain restrictions of selection: the majority of the board must be of the dominant party; probably the Legislature would not have consented to anything else." But in the Senate, as heretofore set forth, the only branch of the Legislature having voice in the matter, the majority of the legislators were Union party men —not Democrats; and by his delay in making appointments the Governor rendered action on their part impossible. But at the best, the writer of the "Overland Monthly" article stated that she was forced to the conclusion that among all his attempted adjustments Governor Haight "failed to make enough of the need of university knowledge" in forming the board of regents. "The men in California who had studied college plans closely, and had advised constantly for years with college managers in the older states were not on the board."

Certain remarks made at a meeting of the board of regents of the University in 1878, a few days after the death of Governor Haight, throw some light on these untoward events in the early life of the University. They were made in the course of a tribute which the Rev. Dr. Stebbins paid to Mr. Haight. Speaking of his worth as a citizen, Dr. Stebbins remarked that "his success both in being and doing was based on his good sense and right intentions." In that connection Dr. Stebbins said: "If I were, with delicate and reverent sensibility, to suggest a defect in so fine and admirable a combination, I should say that there was a little want of decision at the citadel of his fame. He had the reputation of great tenacity of purpose, but that was an after-thought, and not the first stroke of the mind. The mind, not quite secure within, often seizes on something with relentless grasp. I venture the opinion that some of the severe criticisms which have been made on his conduct as a public man have their root here. Nothing is more common than lack of moral insight in those who pass sharp censures upon the conduct of public men. The defect in him was not obliquity, but indecision."

Dr. Stebbins stated then: "I never felt that politics was the special field of Governor Haight's talents. He did not readily take on the conscience of the commonwealth, and the tricks and small arts disgusted him. His place was not office, not administration, but trust."[11]

As president of the board of trustees of the College of California at the time when the movement to make it the nucleus of the State University was under way, as a regent of the University from its beginning, Dr. Stebbins knew the on-goings to considerable extent from the inside, was indeed a leading participant in them, and had for these and other reasons the capability to make a fair estimate of Governor Haight.

All in all, a conclusion which may be reached without injustice to Governor Haight is that he fell into the hands of the spoilsmen and that once entrapped he was led on from action to action, at times wittingly and conscientiously, at other times unwittingly, and that he pursued a course which was not for the best interests of the University in its formative period—a course not fair to the College of California, though conscientiously entered upon and persistently followed until the necessities of the case and more carefully based judgments brought about a change for the better both on his part and the part of other members of the board of regents.

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[11] "Annual Reports" of University, 1875-1884.

THE SELECTION OF GENERAL McCLELLAN AS PRESIDENT

In accordance with the course of procedure adopted July 2, 1868, one of the first matters to which the regents gave consideration was that of the election of a University president. Four nominees for the office were voted on at a meeting held on the 10th of November. They were General George B. McClellan; Dr. Joseph Henry of the Smithsonian Institute; the Rev. Horatio Stebbins, pastor of the Unitarian Church of San Francisco, and Mr. Frederick Law Olmsted, of New York City, the prominent landscape architect who had been employed by the College of California for the laying out and beautifying of the College grounds. Nineteen of the twenty-two regents were present at the meeting, twelve of whom voted for General McClellan, five for the Rev. Dr. Stebbins, one for Dr. Henry, and one for Mr. Olmsted. As analyzed at that time by one of the daily papers thirteen persons affiliated with the Democratic party were in attendance at the board meeting when choice was made, and twelve of them voted for General McClellan.

Announcement of the election of General McClellan shocked people throughout the State. His record in the civil war had been such that it seemed unthinkable that the board of regents of the University would select him for president. There had been rumors that the regents were considering McClellan for the position and there had been wide-spread protest.

When in advance of the selection the daily newspapers had announced it as actually made, there was a judicious editorial utterance in "The Occident," the organ of the Old School Presbyterian Church, which indicates the attitude of many of the best people toward the University, as well as their sympathy for the regents in their difficult task, and the results to be expected if the regents should select General McClellan or any other strong and active political partisan.

"The sensitiveness manifested by all classes respecting the manner in which the State University shall be launched is evidence that the people do not wish anything to prevent its success. There does not appear to be a disposition to dictate to the regents what policy they should adopt, yet there is a healthful anxiety that they discharge their trust so that the great interests involved may be promoted in the highest degree.

"The fact is well known that state institutions for education have often been splendid failures; and the reasons are well known. The belief is general, however, that they may be magnificent monuments of wisdom, and successful in proportion to the endowment the State may be able to grant; and the good sense of the people will not err as to the means by which this may be accomplished. The pledge of such success will not be found alone in the money appropriated, nor in the well-digested arrangement of its departments, nor in the eminence of those who manage its affairs, but in the confidence of the people by which their continued patronage and favor may be rendered certain. If they become suspicious that the University is to be made a political machine or that in any respect it is to be partisan in its character, only a short time will elapse before its support will come only from those who are of the same party. If men are placed in its faculty who for any reason do not attract to themselves the sympathy and goodwill of all lovers of education, and cannot therefore summon the hearty assistance from these, without which a university will have no permanent life, their appointment must be regarded as a serious error. Hence the solicitude with which every motion of the board is watched, and the nervous feeling with which everything is criticised which is supposed to indicate their policy. This is ominous of good, if the public expectation is not disappointed. It reveals a broad and reliable rock on which the regents may rear a structure of which all will be proud, if they will so regard it. But it proves that it will be to the last degree unwise to ignore the sentiment which finds such a general expression, and resolve to build for a party, or a few.

"We have no idea that the regents have really elected General McClellan as president of the University, as several of the daily papers assert; yet, we can but regret the rumor that this is true, as unfortunate. We know little about his literary, and scientific qualifications for the position. Very likely these may be sufficient. But no man should have place, at least in the beginning, who has been prominently identified with either of our political parties, and against whom a large portion of the people has been arrayed. The University cannot afford to encounter political prejudice at the threshold of its career. It will have a mighty work to do if it attains success with all influences to favor it."

"The Occident" editorial brought a communication from one of the regents who expressed the conviction that "The Occident" not being a partisan journal would probably "give the other side a hearing."

"The choice of General McClellan was not dictated by partisan motives nor made upon partisan grounds," said the writer of the communication. "Whether the choice was the best that could be made, or not, the future will show—if he accepts. But however this may be, it is certain that he was elected solely because he was judged to be the best qualified man for the position. Hence, this choice does not indicate that the University is to be partisan, nor that any spirit governs the board of regents but a pure desire to promote the success of the institution."

Asserting then that "a very large portion, if not a majority of the people objected to the selection of a clergyman," the regent elaborated: "The Catholics object to a Protestant clergyman, and the Protestants object to a Catholic priest. The evangelical Christians object to a rationalistic clergyman, and so on. With all respect for the clergy, it seems unfair to some portion of those who are taxed to support the University, that any teacher of theology should be placed at its head. What is unfair for one sect or church is unfair for another; and it will not be possible to secure the cordial support of all denominations if a clergyman of one church is chosen as president.

"For president of the University is needed a man of pure character, not a clergyman or a teacher of theology—a man of eminence in some branch of learning, of tact, with ability as an instructor, of decided organizing and administrative ability; one who will neither teach nor preach politics, who is not advanced in years, and who is willing to devote himself to building up the institution as the business of his life. The majority of the regents think General McClellan such a man; and that he is above all others fitted by natural bent, by ability, by study and observation, by eminent attainments in certain departments of science, by a catholic, liberal and tolerant spirit, and by magnetic power over young men, to be president of the University."

The communication failed to make it evident that the action was not partisan. It was, of course, taken to be exactly what it was—simply the assertion of an unknown individual member of the board of regents that partisan matters had nothing to do with the selection of McClellan. The writer of the communication apparently was entirely oblivious of the fact that a great blunder had been made even if those who made it had not acted from partisan motives; that the action was something which could not be explained satisfactorily; that, no matter on what grounds and for what excellent reasons the twelve regents voted for General McClellan, their action was unwise, the unwisdom of which should have been foreseen and avoided.

The writer of the communication attached entirely too much weight to the objection to a clergyman as president of the University. There was no wide-spread objection of that kind; and the members of the different denominations were very little perturbed about the denominational connections of any man who might be selected. The charter provided that the University should be free from all sectarian influence and teaching.

Moreover all the well-informed friends of higher education knew that the outstanding successful state University at that time was the University of Michigan, after which the University of California had been modeled to considerable extent, and that up to that date the Michigan institution's two presidents had been clergymen,—Henry Philip Tappan, LL. D., of the Dutch Reformed Church; and Erastus Otis Haven, LL. D., of the Methodist Episcopal Church. They knew also that when in 1817 the "Catholepistemiad," or "University of Michigania" was established, John Monteith, the pioneer Methodist minister, and Father Gabriel Richard, the Catholic priest, were made president and vice-president respectively. They knew also that the University of Michigan came into being in 1837 on the comprehensive plans drawn by John D. Pierce a pioneer Congregational missionary; and that the whole educational system, from the common schools to the University, on foundations so broad and complete and thorough that several states had taken it as an example, was framed in the main by that pioneer minister.

It is significant that within eighteen months after this communication from one of the University regents was published, Professor Henry Durant, a Congregational minister in New England for many years before he came to California and who continued to be down to the time of his death in 1875, became the first president of the University. And further, that Daniel Coit Gilman, the second president of the University, was a licensed Congregational minister in New England. He became such in 1860, while Librarian at Yale, not with the intent of entering the regular work of the ministry but with the thought that he would have "increased opportunities for usefulness by preaching or being ready to preach when invited."

It is significant also, in view of certain ranting earlier about New Englanders, that both of these men were New Englanders

Almost without exception the leading newspapers of the State were outspoken against the selection of McClellan. One of the finest and most illuminating criticisms was made by the "Sacramento Union." It sets forth some of the events leading up to the selection and is accordingly of special value historically. After remarking that the choice of General McClellan, after being protested against by nearly every active and unbiased friend of the University, indicated that it was to be given to partisan uses, the "Union" observed that the first misstep which threatened this deplorable result was in so framing the law that a large number of partisans were permitted to become regents—four of the six ex-officio members and their party affiliation being determined automatically by the character of the State government. "Friends of the University," it was remarked, "justly looked upon such proceedings with apprehension," but were loath to believe that any board of regents would go to the lengths indicated in the choice of General McClellan.

Having stated the grounds of its objection the "Union" remarked: "We should have objected as promptly and earnestly to General Pope or General Hooker or General Sheridan or any other general and politician who has been actively a Republican. We should have demurred as strongly against exciting any partisan opposition from Democrats in this matter as from Republicans. It is totally contrary to the purposes of the College to entertain any such proposition. It is in violation of mutual pledges to carry out the spirit and letter of the law."

Probably the "Sacramento Union" over-estimated the damage which would result, when it declared that nothing that the regents could do, now, would save the University from failure. Fortunately, however, McClellan declined the call. Soon after it was issued one newspaper remarked ironically that in event of his declination the next step might be the calling of General Robert E. Lee. [12]

The "San Francisco Examiner," one of the very few papers commenting approvingly, hectically declared: "The board of regents could not make a selection more fitting, or one which would be more cordially responded to by the people of California. We want no narrow-brained, fanatical sectionalist of New England optimism and puritanism to preside over our cosmopolitan University. We want a man of broad views, liberal thoughts and feeling, who does not think the sun rises and sets in one small section of the Union, that no emanation of intellect can be sound unless it proceeds from the vicinity of a certain 'Hub'."

The Rev. Joseph A. Benton, one of the foremost of the founders and upbuilders of the College of California, the first professor chosen for Pacific School of Religion, was at that time the leading editorial writer on "The Pacific." Benton observed in an editorial: "It has pleased the regents of our embryo State University to elect General George B. McClellan president of the institution. We have no light to shed upon the fitness of this selection, though it seems to us unfortunate. We are not without the firm belief that the over-ruling providence of God will cause this action finally to result in the furtherance of the great ends for which the University was planned. We await results without alarm."

One of the immediate results of the election of McClellan was the resignation as regent of the Hon. F. F. Low, former governor. Only a study of the political party alignments of that period would make it possible to state how the several regents voted. Andrew S. Hallidie, president of the Mechanics' Institute of San Francisco, was absent from the meeting of the board of regents when the vote was taken. Present later he stated that if he had been present when the vote was taken he should have voted against the selection of McClellan; and he asked that this be made a matter of record. It so stands on the minutes in the rooms of the University comptroller.

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[12] That, of course, would not have been done. But the University of California would not have fared badly under the direction of the man who was probably the greatest general our nation has ever had, whose beautiful life after the Civil War and his career as president of Washington College (now Washington and Lee University, at Lexington, Virginia) have enshrined him in the hearts of people all over our land.

Attempts To Relocate The University

Another unfortunate occurrence in the very beginning of the life of the University was an attempt on the part of some of the regents and outside interests to locate the University on a site other than that donated by the College of California. The organic act stated expressly that it was to be located on that site. Nevertheless at a meeting of the board of regents on the first of December, 1868, a resolution was introduced providing for the appointment of a committee of three persons "charged with the duty of ascertaining and reporting at an early day whether a more suitable site for the University cannot be secured than the one heretofore selected at Berkeley."

This action also was disturbing to the friends of higher education who had supposed that the offer and acceptance of the proposition made by the College of California had fixed the site of the University at Berkeley. Among the newspaper comments on this action was the following editorial note in the "Daily Evening Bulletin" of San Francisco: "We had supposed that some things were settled, and among them the site of the University. . . . If the choice of the site is really an open question there is no harm in the resolution, although the first impression is that it has a mischievous tendency. Something ought to be conceded to the unanimous judgment of a large body of educated men who with painstaking discrimination selected this site for an educational institution long before the board of regents had an existence. If another site is chosen, we presume the regents will gracefully hand over to the donors the magnificent property so handsomely given for the site of a university."

This vacillating attitude was especially trying for the College of California. About the time this action was made public, or a little earlier probably, John B. Felton, one of the University regents, remarked to Professor Durant: "We are going to let the College of California slide." This statement was made, however, without any explanation.[13]

The College was at that time, at the request of the University regents, carrying on the College work a year longer than it had planned, and a year longer than any one had thought would be necessary when the University was chartered. This was done at a loss of several thousand dollars—securing of donations for the College work having ended early in 1868 because of the accepted proposition to become an integral part of a State University.

Three months elapsed before the question with respect to the location of the University was settled. On the 2d of March, 1869, Mr. Butterworth, of the executive committee, reported that the committee had visited the College grounds at Berkeley, had made a critical examination of the capabilities, and had come to the conclusion that it would be unwise to make any change. By resolution adopted at that meeting it was recorded as the sense of the board of regents that "it is unwise to make any appeal to the Legislature to change the present site for the location of the University, and that the board now adopt the site at Berkeley as the permanent location."

Thirteen of the fourteen members of the board who were in attendance voted for the resolution; one voted against it.

Despite this action by the board of regents effort was made the following year to dismember the chartered institution and locate part of it in San Francisco.

On the 25th of January, 1870, a memorial to the Legislature was unanimously adopted at a meeting of the board of trustees of the Mechanics' Institute in San Francisco which stated: "In the act creating an Agricultural, Mining and Mechanical Arts College, and that creating and endowing the University of California, and establishing therein the several Colleges of Mines, Agriculture, Engineering and the Mechanical Arts, the Legislature has wisely recognized the importance to the people of this State of the special cultivation and development of those branches of learning which are particularly connected with the useful arts, and affect most closely the interests of mechanics and the industrial classes generally; and whereas, in order that the University should attain any considerable degree of usefulness to those classes, and thus realize the beneficent intentions of the Legislature in their behalf, it is indispensible that those colleges should be located in some center of population and industry, where the parties to be benefitted by special and partial courses of instruction may have access to the library, museum and laboratory of the University, and an opportunity to attend its courses of lectures, without thereby abandoning their ordinary and necessary daily pursuits."

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[13] Note Book memoranda made by Dr. S. H. Willey in 1888. Archives. Filing case No. 1 of College of California documents.

It was accordingly resolved by the board of trustees of the Mechanics' Institute that "the establishment of the colleges of applied science above referred to, at Berkeley, will operate to exclude from their benefits all persons except the very small number of youths having the means and inclination to incur the heavy expenditure incident to a residence in that immediate vicinity; and as such persons may naturally be expected to give preference to the academic, or merely literary course of studies, the colleges of applied science, if established at Berkeley, will become practically useless to the public."

It was resolved further: "That the city of San Francisco embraces within its population a larger body of mechanics and working people than other locality in the State, while at the same time, in its numerous workshops, factories, etc., it offers the best opportunity for students to witness the practical application of scientific instruction to the various pursuits of industry; for which reason we are of the opinion that the colleges of applied science in the University of California should be located in some central part of the city."

In conclusion it was resolved "that we respectfully memorialize the Legislature to pass an act locating the colleges of Mines, Agriculture, Civil and Mechanical Engineering and Mechanical Arts in this city, and devoting (with the consent of the city authorities) one of the public squares for the erection of the necessary buildings therefor."

This memorial was referred to Andrew S. Hallidie, the president of the board which had unanimously adopted it, and a regent of the University, for presentation to the Legislature.

The memorial, when presented to the Legislature, was referred to the "Committee on the State University," which committee made on the 10th of February, 1870, a report so comprehensive that it not only affords in brief a history of the steps taken for the location of the University, but is so cogent in its statement of reasons why the institution should be established in Berkeley, so shattering of the pleas of the Mechanics' Institute, that it is taken out of its sleeping place in the reports of the Legislature and is given here now practically in entirety.

The findings of the committee were: "That the University was located at Berkeley by a most competent and intelligent board of commissioners after many months of careful examination and investigation, and such location was subsequently approved and ratified by the Legislature of the State; that by reason of such location, and as a condition thereof, one hundred and sixty acres of land was given to the State, now worth nearly or quite two hundred thousand dollars, and the State accepted the same, and pledged its faith for the fulfillment of such conditions; that in full reliance upon the fulfillment of the said conditions by the State, the College of California has transferred its students to the University, and prepared to disincorporate—if it has not already disincorporated and gone out of existence; that the citizens of the State, acting upon the faith thus pledged, and desiring to secure the educational and other advantages that will attach to the University, have purchased homesteads in its immediate vicinity at prices largely increased by reason thereof, and that the sums so invested are much more than half a million dollars; that a railroad has been completed nearly half way from Oakland to the University grounds and that the residue will be constructed before the buildings can be ready for use; that the same has been undertaken solely to provide the means of speedy and easy access to the University and, but for its location there, would not have been commenced; that nearly or quite fifty thousand dollars of the funds of the University have been expended in procuring additional and necessary land, in securing a perpetual and abundant supply of water, in planting trees, making roads, laying foundations and preparing to erect the necessary buildings for the University; that an area of more than five thousand acres of land has been advanced in market value more than one hundred dollars per acre and some of it more than five hundred dollars, by reason of the location of the University, and that much more than one million dollars has thus been added to the available value of property of citizens of the State; that one hundred and fifty thousand acres of land, donated by the General Government for the establishment of an Agricultural College, have been transferred to and now form a very large part of the endowment of the University; that said lands are of the value of half a million of dollars and upwards, and that the condition upon which they were given requires a large farm as an indispensable adjunct to the University."

The committee declared then: "If the University should now be removed from Berkeley, or be so weakened by division as to greatly impair its usefulness, these large donations would either revert to the donors or be held by technical legalities, in defiance of equitable or moral right; and the large sums invested on the faith of the action of the State, or added to the value of the adjacent property by the general confidence in its integrity, would be wholly lost."

It was stated further: "Your committee are therefore forced to the conclusion that the location of the University at Berkeley has become a matter of public faith, that cannot be altered or interfered with without dishonor; that to attempt to locate one portion of the University there and another in San Francisco would be to render each division worthless; that a much larger faculty would be required; that the students attending one portion of the University would be deprived of the benefit of the other part; that library and cabinets must be doubled, or each be wholly incomplete; that the government of the University would be kept vibrating between the two divisions, or else give up its functions and leave each to take care of itself; that unity of system and concert of action would thus be rendered impossible, and the influence, efficacy and power of the University for good would be greatly weakened, if not entirely destroyed."

The committee stated that it had "looked in vain to the arguments of the memorial for answers to these grave objections; that they had not been led by their experience in life to expect mechanics and artisans engaged in the daily and arduous labors of their respective callings to furnish the students of the University, nor did they suppose that it was the intention of the people of the State to found only, or chiefly, an evening school. When the classes referred to in the memorial appreciate and seek knowledge that the University will offer them, they will find their highest improvement in withdrawing for a time from the noise and turmoil of the great city, and giving up their whole minds to the object they have in view, in the quiet seclusion of Berkeley."

A further declaration was: "The committee are compelled to remember that mechanics and artisans are not to be the only students of the University. To make the change desired, on their account, would be to expose the large number of young men that are the most likely to seek education in the University to all the temptations and dangers of a great city. Prudent fathers would hesitate before they would subject their sons to such hazards, and it might well be that for every one that would make a convenience of the University for their spare hours, if the removal was made, ten who would have sought it for thorough education would be kept away. Increased expense and greater exposure would attend upon every step of those who should be removed with it to the hurry and bustle of the great city." With reference to the department of agriculture, it was declared: "The incongruity of the proposed change is too obvious to require comment."

A concluding statement was: "The committee, while they disclaim all reflections upon the motives of the memorialists, cannot avoid calling attention to the injury that is done to the University by efforts to unsettle its location. More than any other interest of the State, it requires to be left to take root where it has been planted. It will need all its strength for its own growth and development, without being paralyzed or weakened by any effort to tear it up, at every suggestion of individual preference or local selfishness. Its roots must strike deep, and spread wide, if the coming generations, for whom we work, are to find in its shades the academic groves where science, in its best development, shall walk hand in hand with true art; where philosophy shall teach, even as it learns, its ever-advancing lessons; and where, for the first time on earth, a great State shall offer to each of its citizens the highest and noblest education, as free as the water they drink or the air they breathe."

Finally it was stated: "Believing that the time has come when the best interests of the University and of the State require that this question should be put forever at rest, the committee have thought it their duty to thus investigate the whole matter and to recommend the passage of the following resolution:

Resolved, That the location of the State University at Berkeley was made for such consideration, and under such circumstances that the interest and honor of the State alike forbid its removal." [14]

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[14] Appendix to Journals of Senate and Assembly.

CHAPTER XXI.

THE OPENING DAYS IN OAKLAND

The board of regents of the University reached at an early date satisfactory conclusions concerning the first members of the faculty. On the 17th of November, 1868, Dr. John LeConte, of the chair of physics of the University of South Carolina, was elected professor of Physics; on the 1st of December Professor Martin Kellogg of the College of California was chosen for the chair of Ancient Languages; Professor R. A. Fisher, of Grass Valley, formerly connected with the Sheffield Scientific School at Yale, as professor of Chemistry, Mining and Metallurgy; and Dr. Joseph LeConte of the University of South Carolina as professor of Geology, Botany and Natural History. The LeContes had high recommendations from Agassiz, Professor Henry of the Smithsonian Institute, and Professor Benjamin Pierce of Harvard, the eminent mathematician; and if there was any disquietude because of the selection of these Southerners, men who had served the Confederacy during the civil war, as chemists in government factories, it found no expression apparently in the newspapers. How excellent these selections were the first three decades of the life of the University, to which they contributed so splendidly, make manifest.

On the 16th of January 1869, by action of the board of regents, Messrs. Ralston, Butterworth and Stebbins were constituted a committee to act as "executive head of the University," until a president should be elected and inaugurated. Requested a little later by the regents to come to California to cooperate with that committee in organizing the University for the opening of the work in September, Professor John LeConte arrived in the month of March and on the 14th of June was invited to act temporarily as president. In cooperation with the executive committee he prepared and published a prospectus in which it was stated:

"The regents of the University of California, having secured the temporary use of the buildings belonging to the College of California, in the City of Oakland, adopt this method of announcing to the public that the exercises of the University will be initiated in the above indicated buildings on the 23rd day of September, 1869, under the following instructors:

"John LeConte, M. D., acting president and professor of Physics and Industrial Mechanics; Robert A. Fisher, A. M., professor of Chemistry, Mining and Metallurgy; Joseph LeConte, M. D., professor of Geology, Natural History and Botany; Martin Kellogg, A. M., professor of Ancient Languages; William T. Welcker, professor of Mathematics;[1] Paul Pioda, professor of Modern Languages; Ezra S. Carr, M. D., professor of Agriculture, Agricultural Chemistry and Horticulture; William Swinton, A. M., professor of English Language and Literature, including Rhetoric and Logic; Robert E. Ogilby, professor of Drawing; Frank Soule, Jr., assistant professor of Mathematics."

Comparatively the University had almost as humble an opening in Oakland in 1869 as the Contra Costa Academy had in 1853. Assuredly, quite as humble an opening as the College of California had in 1860. The College of California, chartered in 1855, and which had been doing work preparatory for college up to 1860, began college work proper in September of that year with a freshman class of eight young men. The University of California began its work in September, 1869, with a registration of forty students, two of whom never reported for study. Twenty of the forty registrants had been students in the College of California or in the College School which prepared students for entrance into the College. Nineteen of the thirty-eight who entered the University between the 24th of September and the 7th of October inclusive, the registration book for first students being kept open to the latter date, had been students in either the College or the College School. Ten came from the College classes, and were received without examination—three into the senior class, five into the junior and two into the sophomore. Twenty-two of the thirty-eight registered for the College of Letters; eight for Civil Engineering; four for Agriculture; one for Mechanic Arts; and three for general studies. In ages they ranged from sixteen years to twenty-six. Eleven were sixteen years old; seven were seventeen; four were eighteen; three were nineteen; six were twenty; four were twenty-one; one was twenty-two; one was twenty-six. Ten were born in California. Fifteen registered from San Francisco, fifteen from Oakland and her suburbs, two from Seattle, and one each from the following named places: Portland, Stockton, Chico, Grass Valley, Santa Cruz, and Santa Clara. Entrance examinations were conducted on the 22nd of September, and on the morning of the 23rd the "Alta California" made mention of these examinations and remarked:

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[1] Professor Welcker had been a general in the armies of the Confederacy. Probably the selection of a third professor from the South caused comment; but there seems to have been no disposition to protest, as there had been when General McClellan had been elected president.

"In the most quiet and unobtrusive manner possible an event took place yesterday destined, we trust, to exercise an incalculable influence upon the future of this State. The University of California commenced its functions. No grand speeches or flourishes of trumpets were indulged in, but in the most practical business-like way imaginable the professors commenced in real earnest the duties of their offices."

The "Alta California" stated further: "The great register of the University is ready for the enrollment of the names as soon as the result of the matriculation examinations shall be ascertained. It is a huge volume. What thoughts it suggests! In it will be recorded the names of many of the future great men of California. With what interest in many long years to come will its pages be searched for the University record of men who shall distinguish themselves in the learned professions, in the Legislature, in knowledge or science, and in all the other pursuits that ennoble the world!"

The first registrations were made on Thursday, September 24th—the first person to register being Clarence J. Wetmore who had been a student at the College School. Twenty-seven persons enrolled that day.[2] There was one registration on the 27th; there were four on the 28th, three on the 29th, two on the 1st of October, one on the 2nd, one on the 5th and one on the 7th. There were no further registrations until the opening of the second year in September 1870. Three of the entrants left during the first year. Some of the entrants were conditioned in mathematics, geography and history. The "San Francisco Bulletin" made this editorial observation: "The examinations were pretty thorough, it being manifest from the start that boys were not going to jump into the University as a matter of course. Matriculation at this institution means study both before and after admission. There are of course professors enough to look after five times the number of pupils now on the ground; but there is no disposition to admit boys who are wholly unprepared for the work which the University purposes."

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[2] The University Register. Comptroller's Office. Administration building. Down to 1883 the names of the entrants were autographically inscribed on the Register.

Across the top of the registration book were printed in large letters the words: "We severally enter this University with a full understanding and acknowledgment of these truths, viz: It is the duty of every student to submit to the rules and government of the University. No combination, pledge, promise or vow can create an obligation to violate duty."

One of the entrants [3] has told of the registration substantially as follows: On a table near the far end of the room lay a large book open at page one. Behind the table stood Professor Joseph LeConte who when the entrants had assembled took a pen, dipped it into an inkstand and handed it to Mr. Wetmore who had stepped forward at his request. When the first name had been written on the registration book Professor LeConte's remark was: "It is a distinct honor to be the first student to enter this institution which is destined to be one of the greatest in the country."

Monday, September the 27th, the students were assembled for the various assignments and to listen to an address to both faculty and students by the Rev. Horatio Stebbins of San Francisco, one of the members of the board of regents. The board of regents, he stated, had requested him to tender their warm congratulations on the opening of doors which he trusted would never be closed. He expressed the hope that the tender plant, producing that day its first bud and never ceasing to grow, would shoot up quickly into a tree of good stature and proportions, under the protecting, fostering shelter of whose branches thousands of the youth of the land would acquire learning and the uplift of ennobling influences.

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[3] Colonel George C. Edwards who was the third student to register and who has been connected with the University since his graduation in 1873 as professor and professor emeritus—on whom the honorary degree of LL. D. was conferred in 1923. For many years Colonel Edwards was commandant of the cadets. For his reminiscences concerning the first registrations see "The California Alumni Fortnightly" for March 1918.

Addressing the members of the faculty first, Dr. Stebbins observed: "To you belongs the husbandry of the estate, to you belongs its internal economy, whilst to us attaches what is called its external government. I need not tell you as men of intelligence that the success of this institution depends upon your harmonious action—upon your all working together with a definite clear idea of the end in view. How foolish it would be for the architect of our new building to commence that structure without a just conception of its practical utility and true aim. Success altogether depends upon harmony of action. There must be no narrowness of thought, no provincialisms of mind, but learning must be cultivated in all its breadth. Let the University be as the mother whilst the students are the sons. You are their friends. Whilst cultivating the intellect, neglect not to create high morals—a manly, dignified sense of right and wrong. Study the human mind as you have it before you in your pupils. No greater offense can be perpetrated by man than to walk abroad on God's earth admiring and studying nature, to the neglect of God's greatest work—man. Their highest study would be found in contemplating the human mind, and their best efforts would be those which would be directed to leading the mind to high and noble aspirations."

Dr. Stebbins' concluding words to the faculty were: "If you cannot dismiss the students at the end of each term thinking you wise and good men, honoring and loving you, the decline of the University is sure."

Turning then to the students, Dr. Stebbins said: "Young gentlemen, students of the University of California, I bid you all hail! I welcome you to the fostering care of this institution. I congratulate you on having your names enrolled, as the first students, on our great register—a volume that for generations to come is destined to record the success of the great minds of our State. I charge you to come with sentiments of respect and gratitude to the faculty and regents.

They have not for the present interposed any rigid forms of government. They have left much to your sense of decorum and honor. They prefer to be guided by the light of experience; and I trust that their experience of you will be such that no rigid rules will be required in the future. I charge you all to cheerfully submit to the faculty as understanding better than you what is best. If there is one student here who is not prepared to do that he is certainly out of place. Equip your minds with high sentiment. Let your conduct toward each other be marked by honor and truth. . . . Set at once and forever the rule of conduct that shall be applied by you to all new students. Let this University make for itself a good character in that respect."

THE FIRST BUILDING EFFORT

Believing that the sale of the agricultural college lands and the sums to be realized from the University endowment bill passed by the Legislature in 1870 would furnish sufficient means for the current expenses, the regents decided early in 1870 to use certain funds then on hand for the construction of buildings on the Berkeley site. Architectural plans were adopted which called for the erection ultimately of "six spacious and elegant buildings, to be known respectively as the College of Agriculture, the College of the Mechanic Arts, the College of Civil Engineering, the College of Mines, the College of Letters — grouped around a grand central building to be known as the Hall of California."

It was hoped that the whole would be realized at no distant day, but it was not expected to build immediately more than one principal structure — this to be so arranged as to meet the early pressing needs.

On the 12th of April 1870 the board of regents instructed the executive and building committees "to cause the foundations of the Agricultural College building to be laid without delay."

Forty-one bids for the construction of the building were opened on the 25th of May, all of which were rejected because of the opinion of the Attorney-General that the work could not be legally done by contract. Several weeks prior to this date the regents had entered into engagement with a superintendent of construction at a compensation of $200.00 a month and the work was commenced by him on the Agricultural College building on the 28th of May, 1870.

The basement, constructed in substantial manner of brick and granite, was almost completed early in January, 1871, when it became evident that the funds necessary for completion would not be available, and accordingly by order of the board of regents, work was suspended on the 28th of that month. It having been ascertained after an order to this end had been made that the workmen were willing to go on and complete the basement, accepting in payment for their services certificates of indebtedness payable when the Legislature should furnish the necessary funds, a resolution was presented in the board of regents instructing the superintendent to continue the work until the basement had been completed. Not being willing to force the Legislature to action nor to allow the workmen to remain a long time uncompensated the board did not adopt the resolution but went on record on the 21st of March as follows: "That in consequence of the state of the finances of the University it is impossible to make any further expenditure for building on the grounds at Berkeley or elsewhere."

In his report to Governor Booth early in January, 1872, Secretary Moulder stated: "The building has been covered so as to protect it from damage and all the tools and appliances have been safely housed—the whole still under the charge of the superintendent of construction whose compensation is meanwhile suspended." Secretary Moulder added: "Should the Legislature see fit to provide the means, the entire building can be completed and made ready for occupancy in the course of one year."

The Laying of The Cornerstone of First Building

Early in 1872 work was resumed on the building and it was ready for the corner stone laying in October. Governor Booth presided on that occasion, which was the 9th of the month. His introductory words were: "We are here assembled for the purpose of laying the corner stone of the first edifice erected by the munificence of the State of California for its University. Such ceremonies always are interesting and appropriate, but the event which we now celebrate, the laying of the foundations of the first University on the shores of the Pacific, whose instruction of the most thorough and highest character is free to all without price, is one of unusual significance."

Turning then to the contractor, the Governor asked, "Is the corner stone ready?" The reply was: "The stone is ready. I here present it to you as the president of the board of regents of the University of the State of California." Then as such president the governor addressed the architect: "Will you examine the stone and see if you find it square and sound and solid, and of strength and beauty fit for the purpose." The response of the architect was: "Mr. President, I have carefully examined the stone and find it square and true, sound and solid, and of strength and beauty fit to become the head stone of the corner!" Addressing, then, the contractor the president said: "We accept the stone from your hands. Let us invoke the divine blessing on our work." Bishop Kip of the Episcopal Church gave the prayer; the San Francisco Presidio band played; the exercises were carried to their completion, and the first corner stone of California's State University took its place on grounds dedicated in perpetuity to education.

The address on the memorable occasion was given by one of the regents—the Rev. Dr. Horatio Stebbins of San Francisco, who stood on the corner stone while speaking. In a brief survey of what had come to pass in a short period of time in California, Dr. Stebbins remarked: "It is an encouraging thought to the observer of human things, that the circumstances and events in the midst of which we stand are the growth of so brief a period, attesting at once the scion and the vigor of the stock from which it was cut. Within the memory of those here the only sail that whitened on these waters was that of the adventurer who cast his anchor in the bay, or in the open roadstead, to carry on a palaver with the scattered native population in the products of the vast herds that roamed over these hills and through these valleys. Later, the discovery of the precious metals attracted a flow of crude populations as to the Mecca of some modern prophets remote in time and space from the centers of human society and alone upon the outer verge of the world. Remember the more than half year voyage around Cape Horn, the reeking vegetation and poisonous miasma of the Isthmus; the monthly steamer with its precious freight of letters, when a man's place in the line that moved one by one in honorable right before the postal window was worth an ounce; the overland stage, which by cunning and strength eluded savage men, and threaded the mountain passes or scaled the summits; the electric telegraph, like the opening of the gates of day; and now the road and China Mail, which puts us upon the highway of the world."

With respect to the University, the corner stone of whose first building they were laying that day, Dr. Stebbins said: "The University is founded primarily on that essential principle of free Republican government which affirms that the state is bound to furnish the citizens the means of discharging the duties it imposes on him. If the state imposes duties that require intelligence, it is the office of the state to furnish the means of intelligence. Thus, taxation for roads, harbors, lighthouses or war. It is for the dignity of the commonwealth. The Act of Congress of July 1862, giving to the State a portion of the public domain, enables us to complete the system of public instruction with what is usually styled higher education. The University, then, is the last term in the ascending series of public schools, and was established by the gift of the State. The gift was early augmented and its idea carried out by the trustees of the College of California, an institution already in existence more than a dozen years, who with wise forethought and public spirit, transferred that institution with its properties, appurtenances and pupilage to the commissioners of the congressional grant on certain conditions and stipulations named. That wise and timely act gave us possession of this beautiful site overlooking a variety and magnificence of scene rarely equaled in any panorama of nature or the social life of man—this fair southern slope where a delicious climate broods with gentle heat like that which hatched the world: yonder young city, its limbs not yet matured to beauty and grace, but destined to be a disposing power on the earth where the lines of industry, commerce and art shall connect in its electric brain; in front, the gate of the sea, arched with golden splendor, whose portals open to the Orient of the ancient time, the Occident of the modern time; and behind, these hills that keep watch and ward at the morning and evening sun."

Dwelling then briefly on the purpose of the University to furnish a complete course of human study and to supply also the partial or technical studies which are limited by special vocation and practical life, Dr. Stebbins saluted the students on that which he called a fair morning of a propitious day and exclaimed: "Young men, students of the University, the occasion is yours! Happy generation to whom this light has come! Enough for you indeed if from this hour of ceremony you shall know that knowledge is not education. Neither is it a string of facts, or the practice of an art, but principles which inspire the mind and kindle the imagination."[4]

In an editorial in the "Evening Bulletin," of San Francisco, it was observed: "The occasion is a notable one in the history of California, marking a substantial step in the progress of liberal culture in this State. . . . Once settled at Berkeley the regents and faculty can devote their energies exclusively to perfecting the institution in accordance with our admirable plan as the climax of our system of free education. They may be sure of the sympathies of press and people in every right effort to this end. In spite of some prejudiced antagonism, resulting mainly from the very ignorance and narrowness it aims to remove, the University is sure, if properly managed, to be the pride of the State, as it is certain also to be one of its most efficient helps towards a higher and broader culture. It is pleasant to think that the corner-stone laid today is the foundation of a new society on this coast, which shall supplement pioneer courage and shrewdness in the pursuit of material wealth with the refinements of intellectual culture for its own sake and for the sake of a better humanity. Twenty-three years ago the Golden Gate was thronged with ships from all parts of the world, bringing the thousands of gold-hunters who laid the foundations of the State, and builded better than they knew. Today the walls of the first free University in the world confront the Golden Gate from the opposite shore of the Bay, where soon will stand the perfect structure, a magazine of new thoughts and new motives, ready for the new and bright day of a future in which gold will be no longer the chief aim and merit. Speed the day!"

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[4] "The University Echo." Also Oakland and San Francisco daily papers.

Selection of A President

At different times during the year 1869 nominations for the presidency of the University were made at the meetings of the board of regents, but it was not until the 21st of June, 1870, that a vote was taken and selection made.

Although the declination of General McClellan was known late in November, 1868, it was not until January 5, 1869, that a formal letter of declination from him was read at a meeting of the board. The letter, written at Hoboken, New Jersey, December 8, 1868, was in its main part:

"I have the honor to acknowledge the receipt of your official notification of my election as president of the University by the board of regents. I have already written to His Excellency Governor Haight, upon the subject, and while obliged to repeat in this letter I must with sincere regret decline the honor conferred upon me, I gladly avail myself of the opportunity to repeat the expression of my deep appreciation of the very distinguished honor conferred upon me, and of my warm thanks to the members of the board for their great kindness to me."

After that letter had been read the following named persons were nominated: Theodore W. Dwight of New York; Judge M. D. Deady of the United States District Court, Oregon; George Davidson of the United States Coast Survey; Professor John LeConte, of the University; Professor John S. Hart, principal of the New Jersey State Normal College; Judge Hager of San Francisco, who was one of the regents, and Professor George M. Cook of New Jersey. June the 1st, 1869, General George Stoneman was nominated. On the 14th of June a letter from Judge Deady was read in which he declined to be considered for the position. The name of Theodore W. Dwight was withdrawn at that time; John B. Felton, one of the regents, was nominated. He declined to be considered.

On the 12th of April, 1870, a special meeting for the election of a president was ordered for the 2nd of June, and a committee of three, Messrs. Haight, Tompkins, and Hager, was constituted to procure such information as would aid the board to accomplish that purpose. On the designated date the committee reported it had entered into correspondence with the friends of learning in other states with the result that the following named persons were recommended: Dr. John S. Hart, Principal of New Jersey State Normal College; General Benjamin Alvord, of the United States Army; Professor W. J. Lucky, Principal of California State Normal; General Gibbon of the United States Army; Professor Trowbridge, Professor D. C. Gilman—both of the Sheffield Scientific School at Yale. One of the regents then nominated Professor John LeConte. A letter from General Alvord to his son in San Francisco was read in which he declined to be considered. A ballot gave Gilman eight votes; LeConte, three; Hart, one. On motion the election of Gilman was made unanimous.

Edward Tompkins, the regent who had led in bringing about this result, was jubilant. Among the persons to whom he had written for suggestions was the Rev. H. W. Bellows of New York. He wrote to Dr. Bellows concerning Gilman: "Your letter elected him—although there was a far greater number for other candidates. On what accidents life turns! A place that may and ought to be historical filled by Dr. Thompson's dining with you on the day my letter reached you!"

To Professor Gilman, Mr. Tompkins wrote: "A note from your brother-in-law, Dr. Thompson, to my valued friend Dr. Bellows, was sent me by the latter, speaking of you in terms that led me to learn all that was in my power about you. The result has been to convince me that it will be a misfortune to California, and I think to you if you turn away from the opportunity offered you to shape and form the educational interests of the Pacific Coast. The means are ready at your hand. Neither money nor interest in the matter is wanting. All that is needed is a young man, devoted and earnest, ready to do his life work in giving the best education to the greatest number, and realizing fully that his best reputation while he lives and his noblest monument when he is dead will be best secured by making the University of which he is the first president a grand success. I have become satisfied that you can do all this, and so believing I am not willing to admit the idea that you can refuse to take the lead in so noble a work. Why should you? The lowest consideration, money, will not prevent. We pay $6,000 in gold, to which in due season a house will be added. I need not contrast that with any salary paid on your side of the continent. The opportunity to do good is vastly greater in a new, energetic, enterprising region, poorly suppled with means of education, than in an old country where colleges and educated men abound. The promise for the future is much the greater on this side of the continent. Where you are, suppose you could be president of Yale! You would get it only after a controversy with 'old fogyism', and you would be one of a long line of presidents. Old ideas, if they did not defeat, would embarrass you. Here you would be the founder of a new dynasty—the first president, and would be forever at the head. You would only be asked to relieve regents who are so hurried that they are glad to be let alone, and thus would shape everything to suit yourself. I concede all that you claim for the society and surroundings of New Haven, but the educational interests of California are nearly all concentrated at Oakland, a faculty of high order is already gathered there, and you would soon be in a position to call around you the best culture in America."

On the 25th of June Governor Haight wrote from Sacramento to Professor Gilman at New Haven giving official notification of his election and urging acceptance. Outlining the conditions at that time the Governor expressed the belief that there was "unquestionably a wide field of usefulness before the institution—one in some respects the most interesting to be found anywhere in the country." He remarked that much persistent effort would be necessary of course to complete the organization and carry it forward to success, "but nowhere on this continent will such labor produce a greater result — not simply to individual reputation but to science and learning." Governor Haight concluded: "Allow me to urge you to accept the presidency of the University and undertake the labor of organizing and developing the infant institution whose future has so much promise. With the prospect of ample means there seems to be no reason why it should not rank soon with the first universities of this country and confer incalculable benefits not merely upon this State but upon the various communities which border upon the Pacific. If your answer is in the affirmative, you will be cordially welcomed to our State; all your efforts for the success of the University will be warmly seconded by the regents as well as by your associates in the faculty."

Professor Martin Kellogg wrote to Gilman: "There is a great opportunity for the first president of this institution to shape the whole educational policy of the State and to stamp success on the University. You seem providentially designated for this work, and I sincerely hope that you will not decline it."

Professor Gilman wrote in reply to Regent Tompkins: "Your letter almost persuaded me. It led me to reconsider all the questions which a decision involved. For some days I felt magnetized and entered with all your enthusiasm into the prospects of usefulness which cluster around the presidency of such a university." Nevertheless, he stated that he felt constrained to remain at New Haven, remarking in that connection: "I am deeply interested in the Scientific College of this University, which is now making rapid progress and which seems destined to exert a great influence upon the education of the country. . . . I am deeply involved in it, and it would be very hard for me to break away at present." Further, he stated that two little daughters, motherless for a few months past, could be better cared for by him among relatives than in far-off California. In way of explanation of the presentation of his name for the presidency, he observed that it had been suggested to Dr. Bellows in the most accidental and unpremeditated manner, that he knew nothing about it until some time afterward, and had no idea even then that it would be seriously considered.

On the 16th of August, Governor Haight, the president of the board of regents, presented Professor Gilman's letter of declination. "I am strongly tempted to accept the unexpected and gratifying proposal that I should become identified with the great institution which California has established on so liberal a basis for the promotion of the higher education," wrote Professor Gilman; "the opportunities for usefulness in guiding the foundation of a university on so generous a plan and in such an attractive State are certainly most ample and alluring. But after careful consideration I do not see how I can sever the ties by which I am at present bound to the Sheffield Scientific School, which is entering upon a new career of usefulness and power. There are also domestic reasons to which I can only advert in this connection which seem to forbid my removal to such a distance."

The election of a president having been made a special order for that day,—the day Professor Gilman's letter of declination was read,—Mr. Tompkins then nominated Professor Henry Durant. Mr. Holden nominated Professor W. J. Lucky, principal of the California State Normal School. A ballot was taken and Professor Durant received thirteen of the fifteen votes cast; Professor Lucky received one; Regent Tompkins, one. Seventeen regents were present, two of whom cast blank ballots.

The development of the University during President Durant's administration was in every respect all that could reasonably be expected—as the events herein set forth indicate. From his advent in California in 1853, with the intent of engaging in the work of higher education, he had had the esteem and confidence of the people, and there was general gratification when at length the board of regents decided to place him at the head of the University. Under him the new institution was strengthened both within and without, and foundations were laid for the energetic upbuilding work which was done under President Gilman.

After Dr. Durant retired from the presidency of the University, being desirous of accumulating some money that he might further aid the cause of higher education in California, he engaged in real estate enterprises to that end and as a representative citizen in various ways he was twice elected mayor of Oakland. He was filling that office when on the 22d day of January, 1875, he passed suddenly to the other plane of existence. Faculty and students gathered in the assembly hall on the University campus on Monday, January 25, to pay tribute. President Gilman, his successor in office, spoke briefly in an appreciative way and then called on Professor Joseph LeConte who had known him longer and more intimately. Stating that Dr. Durant's last address in assembly hall had been on Plato, Professor Le Conte declared that Dr. Durant greatly resembled Plato—that is, in Plato's best traits, but that in his moral conceptions he was loftier far than Plato; and that in spirit he was much humbler. LeConte spoke of his erect form and commanding presence as he walked the streets of Oakland, of his almost womanly tenderness of manner. Cultured deeply intellectually, it was remarked that he was still more so morally, and that in everything he had the upward look and trend.

The student body presented resolutions that morning in which it was remarked that they had "seen in his life an example of purity, nobleness of purpose, and self-denial"; that his scholarly attainments "had called forth their admiration"; and that his friendship had won their love; that "in his death there was an irreparable loss to the cause of education and true progress"; but that the educational future of the State would be "a lasting monument to his name."

That afternoon funeral services were held in the First Congregational Church, Oakland, conducted by Dr. George Mooar, Dr. Hamilton and Dr. J. K. McLean. A Congregationalist in New England, Dr. Durant, coming to Oakland before the Congregational Church there was organized, had united with the First Presbyterian Church, a New School organization — retaining, however, in the Bay Association of Congregational Churches and Ministers, his standing as a Congregational minister.

Dr. McLean spoke of Dr. Durant as a more thoroughly religious man than any other whom he had known.

"Looking back upon his life and character, upon the mental, moral and social endowments of President Durant, I can think of none so fit to compare him with as two men: One of them the highest product of Christianity; and the other the highest product, perhaps, of human thinking and being, apart from Christianity. I mean the apostle John and the philosopher Socrates. I think the man we bury today was a Johannean Socrates, a Socrates made Christian—something like Socrates would have been had he known and lived near to Jesus Christ, as this man did. To my mind the quality of President Durant's mind and manhood was essentially Socratic; Socratic with the Christian light and sweetness added. He lived, I think, as such a man as Socrates would have been today. And he died as such a man as Socrates would have wished to die today—with his interest in all human affairs unabated, his sympathy with all human progress unchilled, his hope for human improvement unsubdued, his part in all human responsibility held firm and manfully to the last."

In a paper, read at a meeting of the Berkeley Club in 1884, William C. Bartlett, who knew Dr. Durant long and well, spoke of him as an educator:

"Those who came under his instruction had always been impressed that his real greatness was there. There was about him a quietism which suggested that back of it there was a great reserve of power. His influence over pupils and others was subtle, pervasive, and winning. He had great treasures stored away, and they were always at his command. His personal magnetism was the result in part of what Emerson denominates as oversoul. He was full and brimming over. His words and wisdom dropped gently, often in the form of hints and suggestions, and with so little apparent effort that but for his earnestness all this would have seemed as the mere by-play of his intellect. . . . He was ever learning and ever giving his most precious things without the least ostentation. His learning did not send him apart from his pupils, but he employed it to bring them near to him. He sat among them as a father among his children whom he loved; he took them into his confidence, made terms with them. He had for them no short cuts to knowledge. It was the old-fashioned way, and the stairs were sometimes very steep. But he went with them all the way, and at last they could say of him in a better sense than Browning uttered it of another:

" 'We who had loved him so, followed him, honored him,
Lived in his mild and magnificent eye,
Learned his great language, caught his clear accents,
Made him our pattern to live and to die'."

Daniel Coit Gilman Sought The Second Time

When in 1872 President Durant, believing that a younger man could better advance the interests of the University, presented his resignation, thought turned again to Professor Gilman of the Sheffield Scientific School at Yale. A committee which was appointed by the board of regents to enquire concerning supposed suitable men for the position recommended Professor Gilman, after ascertaining that he was willing to be considered, and on the 30th of July, 1872, he was elected by the vote of twelve of the seventeen regents who were present at the meeting for that purpose. There were no other nominations. Five blank ballots were cast by persons who desired a Californian and who for some unknown reasons thought themselves pledged to support a member of the board for whom some sentiment had been created and who declined to be a candidate when he heard that Professor Gilman was available. This was Edward Tompkins, the man who had led two years before in the first effort to secure Professor Gilman.

Urgent telegrams and letters were sent immediately to Professor Gilman at New Haven, setting forth the opportunities thus opened up before him. Governor Booth wrote on the 1st of August: "The secretary of the board of regents will advise you officially of your election to the presidency of the University of California. I desire to add that your acceptance of the position will be a great personal satisfaction to me, and will be received by the public with the highest favor. As ex-officio president of the board of regents, I think I understand the temper of the body, and I assure you that you can rely upon the cordial cooperation of all the members. I have heard no adverse criticism upon the action of the board. It has elicited favorable comments from the newspapers that reflect the best public opinion, and I should regard your declination as a calamity to the University and to the State."

The same day Regents Hager, Ralston, Hammond and Booth telegraphed: "You have the strongest endorsement of our press and people, and we assure you the hearty cooperation of the regents and professors."

Professor Gilman replied on the 2nd of August by telegram to Secretary Moulder: "Regents' telegrams and yours received. After the promised letters come, I leave immediately for San Francisco prepared to accept the great responsibility."

Among the letters urging acceptance was one from the Rev. Dr. Samuel H. Willey, pastor then of the Congregational Church at Santa Cruz, who stated: "California is willing to amply sustain that institution if it accomplishes its object. No position of usefulness on this coast would equal that if steadily sustained and adequately furnished. I know that Connecticut and Yale College besides will be against us in the matter of this invitation, but a new country can present some claims as well as an old one."

YOUNG WOMEN ADMITTED

By resolution adopted by the board of regents October, 1870, young women were admitted into the University thereafter on equal terms with young men. Seventeen young women registered during 1870-'71, but only eight were in attendance at any one time. The first to register was Josephine Lindley, of Sacramento, whose birth place was Marysville, whose name was written on the registration book October 13, 1870. She stands as number 79 on the list. Carrie Stone of Oakland, age 20, born in New Orleans, registered the same day as number 80. On the 6th of January 1871, the first young woman to pursue her studies through to graduation wrote her name down as number 96—Rose L. Scrivener, of Stockton, born in Missouri, whose age was 19, listed as student in agriculture, whose degree in 1874 was Ph. B. In 1871-'72 there were 27 young women in attendance; in 1872-'73, there were 39. In the freshman class that year two young women made the highest record for scholarship. In 1875 President Gilman stated that the proportion of young women who ranked high in scholarship was greater than that of young men.

Miss Lindley, the first young woman to register, became one of the first three editors of the "University Echo," the student publication which was begun in March, 1871. Supposedly it was she who wrote the editorial in the first number, in which it was stated that many persons had disapproved of the action of the regents in admitting young women into the University—the grounds of the objections being that it was unwomanly for women to aspire to those places for which a University training might fit them, and that co-education was demoralizing.

The editorial position in part was: "Every young lady should be fitted to **do** something in life. Too many of this period are raised in extravagance and care only for the superficial glitter of an easy exciting life. Men cry out against woman's extravagance and trifling, yet they are the first to condemn the opening of paths to her: Her education will not necessarily prevent her from properly filling her sphere in domestic life. If she knows why fire burns, why bread rises, is it incompatible with her making fires or good bread. Women demand a broader education and a greater degree of usefulness. There are many positions suitable for them given to men, sometimes not as capable, simply because custom thinks it unlady-like for women to do anything but sew or teach when it becomes necessary for them to earn a livelihood."

"The new system of education," the observation was, "is now being thoroughly tested in the United States. May it prove succesful! The fate of young women's attempt in California to reach a higher, a more real education, depends upon this experiment."

CHAPTER XXII.

THE ORDERLY BEGINNING UNDER PRESIDENT GILMAN

In his recent book, entitled "Guides Philosophers and Friends," Charles Franklin Thwing, President Emeritus of Western Reserve University, says concerning Daniel Coit Gilman that "he gave in his brief service in California an orderly beginning to its great University." In one of the later years of his life, looking back over the road he had traveled, Dr. Gilman remarked, "What I evidently have done is to 'open things'." Contemplating the service which Dr. Gilman rendered in initiating things and in laying foundations Dr. Thwing has observed: "Gilman's service is a marvelous record of beginnings of institutions which are to go on so long as men think and stand in need of thoughtful, scholarly leadership." In his earlier and in his later years he was invited to go where the foundations of things were to be laid. At the age of thirty-six the University of Wisconsin, then in its formative period, sought him as its head, and he was approached also concerning the presidency of Yale. At the age of sixty-six he could have had the presidency of the Massachusetts Institute of Technology. He was at seventy the first president of the Carnegie Institution. Always down through the years he was the obvious man—the first figure men saw when they were looking for some one to lay educational foundations and to begin to build upon them enduringly. The trustees of Johns Hopkins University at Baltimore, searching for their leader and builder, sought the counsel of three great university presidents, Eliot, White, and Angell, and without consultation with each other they recommended Gilman as the man for the important position. The University of California was fortunate in that it had him at its head for three years in its early formative period. He had been in California only a few months when the "Overland Monthly" had an editorial article concerning him and what he had already accomplished, entitled "The

Gain of a Man." When in 1875 the University of California relinquished him to Johns Hopkins, the "Overland" entitled its comments "The Loss of a Man." How great the loss the quarter century following made manifest—when he stood out according to the eminent psychologist, G. Stanley Hall, as the most creative mind in the field of higher education that this country had produced.

President-elect Gilman reached California late in October 1872 to enter upon his work as head of the University. He was inaugurated on the 7th of November. His address at that time was comprehensive and able—the most notable address on education which had been given in California up to that date. It created increased confidence in him as the man for the position among those who had known him and had known of him and gave him at once high estimate throughout the State. We have in that inaugural address an outline of his ideas of what the University of California should be and what he would strive to help build. The opening words of the address were: "Grateful for the kindness with which I have been met, and full of hope for the future which opens before us, I enter upon this trust, imploring for the University of California the generous support of all good men within the commonwealth, and seeking the divine blessing upon our united efforts for the diffusion of knowledge, the promotion of science, and the furtherance of the welfare of our fellowmen."

Announcing then as his theme, "The Building of the University," President Gilman spoke briefly of the changes which had been made in the higher educational systems of this and other lands, making the observation that everywhere among enlightened people universities in their most comprehensive scope had been receiving latterly "impulses as creditable to the spirit of the age as they were hopeful for ages yet to come."

Having sketched the hopeful aspects of University education elsewhere President Gilman said: "Now comes the turn of this new empire State. California, queen of the Pacific, is to speak from her golden throne and decree the future of her University. California — the land of wonders, riches and delights, whose hills teem with ore, whose valleys are decked with purple and gold, the luscious vine and life-giving corn, whose climate revives the invalid and upholds the strong, whose harbors are to be long-sought doorways to the Indies, whose central city is cosmopolite like Constantinople of old, whose pioneers were bold, strong and generous; whose institutions were moulded by farsighted men, bringing hither the best ideas of many different societies as the foundation of a modern Christian State, whose citizens are renowned for enterprise, patriotism and vigor; whose future no seer can foretell! California, thus endowed by nature and thus organized by man, is to build a University. What shall it be? Time alone can tell, but forethought and faith may be factors in the problem."

Stating that two things were settled by the charter of the institution and were embodied in the very name it bore, President Gilman said then: "First it is a university, and not a high school, nor a college, nor an academy of sciences, nor an industrial school which we are charged to build. Some of these features may indeed be included in or developed with the University, but the University means more than any or all of them. The university is the most comprehensive term which can be employed to indicate a foundation for the promotion and diffusion of knowledge—a group of agencies organized to advance the arts and sciences of every sort, and train young men as scholars for all the intellectual callings of life. . . . Around the nucleus of the traditional college which has been well maintained since the earliest days of this State we must build the schools of advanced and liberal culture in all the great departments of learning just as fast as may be possible, and we must at least begin to recognize the various sciences by chairs which may each be the nucleus of a school or department."

Stating next that the charter and the name declared that the institution should be the "University of California," President Gilman remarked: "It is not the University of Berlin nor of New Haven which we are to copy: it is not the University of Oakland nor of San Francisco which we are to create; but it is the University of this State. It must be adapted to this people, to their public and private schools, to their peculiar geographical position, to the requirements of their new society and their undeveloped resources."

With these things in mind the question was, "What is there to build upon?" First there was the heritage of the College of California: "Honor to those who founded it and honor to those who enlarged it! These pioneers who in the earliest days of this State established a college were worthy children of the pioneers of the Atlantic who founded a college at Cambridge when the country was still a wilderness. Here the task was no less difficult than there. The lack of funds, the lack of an organized society, the pressure of material wants — in short, the struggle for life, was so great that the wonder is the college lived at all. It was the harbinger of good not yet fully realized or appreciated, perhaps not fully foreseen or designed; but be sure that a hundred years hence when the centennial of this University will be celebrated, as it surely will be, grateful homage will be rendered to the foresight, the vigilance, and the self-denial of those who founded and cherished the College of California."

Mention was made next by President Gilman of the heritage of a vast amount of scientific and literary work of a very high order already performed in California, good not only in itself but the seed-corn of future harvests. The work of the United States Coast Survey on the Pacific he declared had gained renown for California science not only in our country but also in Europe. The Geological Survey of the State he declared surpassed in thoroughness and completeness any like undertaking in the country. Tribute was paid to what had been done by the army engineers; and binding all the men of science together as a brotherhood of scholars was the Academy of Science whose publications and collections were held to be of high value.

As to the literature of the Pacific Coast the words of the inaugural address were: "The literature possesses, like the fruits here growing, a richness and a flavor of its own, so that some have even said that California alone of all parts of the land has made quite new and original contributions to American letters. The humor, the wit, and the poetry of the Sierras are fresh as the breezes of the hill-tops and as spicy as the groves of pine. Oratory has here been spoken with a patriotic voice the echoes of which are still floating in the air. To foster your literature there is a journal whose fame has gone over land and over seas as well—the encourager, the suggester, and the producer of much that is choice and enduring."

Asking then "Who are to be the builders? The declaration was that on the faculty more than on any other body the building of a university depended: "They give ther lives to the work. It is not the site, nor the apparatus, nor the halls, nor the library, nor the board of regents, which draws the scholars; it is the body of living teachers, skilled in their specialties, eminent in their calling, loving to teach. Such a body of teachers will make a university anywhere. Agassiz wherever he goes is surrounded by a company of disciples. Whitney would have his class in language at Berlin or Benares. Such men will draw not pupils only, but the books and the collections they require, as naturally as of old Orpheus drew the rocks and beasts. The genius loci, the spirit of the place, will be the spirit of the faculty."

Speaking concerning the responsibility of the regents in appointing the body of teachers and providing the funds, they were said to be "the power behind the throne"—unseen in the daily work of the institution, but never for a moment unfelt. . . . . "Upon their wise choice of instructors, their careful guardianship of moneys, their construction of buildings, their mode of presenting the University to the public, will depend the confidence and liberality of the community."

It was the declaration also that the state authorities, the executive and the legislative, had also a great part to perform —not by hasty action for the development of the institution, but by steady, confiding, munificent support. "Quick to help; slow to interfere" should be their watchword.

Thought went out then beyond what the State could do and should do, to what men of wealth could do privately. On such men President Gilman said that he greatly relied. "It is true the State has been and is likely to be liberal in its appropriations, but a great university requires almost unlimited means for its support. Relying upon the public treasury for the things most essential, the University must look to men of wealth to provide the richer and more complete endowments which would place it by the side of her older sisters in the East—the Californians who by their enterprise had made a University desirable and possible and who needed it for their children must make it actually adequate by their munificence."

Proceeding then to give the outlines of the foundation the observation was made that there were peculiarities in the structure which it was proposed to build in California due partly to the newness of the State, partly to its geographical position and in large part also to the wants which were felt in the development of its mines, its agriculture, its manufactures and its commerce. Science, it was remarked, was "the mother of California," and it was taken for granted that no plea was needed here for foundations for the study of the modern sciences alongside the humanities. The need for civil, mining, and mechanical engineers, of chemists and metallurgists, expert mineralogists, naturalists, etc., was obvious. The question was how to secure the best kind of instruction in the new institution, the fittest sequence and relation of studies, the most complete apparatus and laboratories, the most eminent teachers, and how also to encourage that special proficiency which was indispensable to success in modern scientific professions with the literary culture marking the scholar and befitting the gentleman.

Mentioning as among the first needs in California well-organized and complete schools of science and technology, anxiety was expressed as to whether the people of the Pacific Coast were ready yet to make the outlay for such serviceable institutions—the requirement being large funds, costly laboratories and many teachers. Seed-thoughts were planted then and there with the words: "Perhaps some individual whose experience has taught him the value of such knowledge and who has an honorable ambition to leave a name among the benefactors of the State will for this special purpose supplement the resources of the University with a generous gift like those which have done so much for the culture of Eastern youth and the improvement of the Atlantic States. He will be sure of a monument more enduring than gold."

In this connection President Gilman led the minds of his hearers out in long comprehensive reaches in the words: "Give us more and not less science; encourage the most thorough and prolonged search for the truth which is to be found in the rocks, the sea, the soil, the air, the sun and the stars; in light and heat and magnetic forces; in plants and animals and in the human frame; but let us also learn the lessons which are embodied in language and literature, in laws and institutions, in doctrines and opinions, in historical progress. Let language, history and literature, oratory and poetry and art, still form a chief part of liberal culture, while mathematical, physical and natural sciences are admitted to the rank from which they have long been excluded."

In California there seemed to him special reasons for such a plea. The State was young—the most prosperous and advanced of a group of young states the power and influence of which were to be immense. The young men who were to be sent out from year to year by the University of California were to be the nucleus not only of the future of California but of a vast area of country. It was important for the public good that their culture should be comprehensive—as all-inclusive as possible.

One of the concluding paragraphs of this inaugural (the University of California's first inaugural address) contained words which might well be repeated often in California, for each generation creates the University that is and is to be: "The State before renewing its endowments, the National Government before repeating its grant, the men of wealth before founding new professorships, and the fathers before sending us their boys, will often ask, **'What For?'** Let us have our answer ready. Let us trace the influences which have proceeded from Athens where Socrates and Plato taught—teachers whose words still nurture our statesmen and theologians; from Bologna and Paris, where students dwelt by thousands; from Oxford and Cambridge, where so many of the foremost leaders of Anglican literature, politics, and science were fitted for their careers; from the seats of learning in Germany, now surpassing in number of teachers and students the universities of every other state; from the colleges of New England and the Atlantic sea-board; let us study such examples and let us say with courage and hope that the University of California shall be a place where all the experience of past generations, so far as it is of record, and all that is known of the laws of nature, shall be at command for the benefit of this generation and those who come after us; that here shall be heard the voices of the wisest thinkers, and here shall be seen the example of the most diligent students in every department of science. Let us say that here high-minded youth while they train their powers as in a gymnasium may also fit themselves with armor for the battle of life, and may study examples of noble activity. Let us see to it that here are brought together the books of every nation, and those who can read them; the collections from all the kingdoms of nature, and those who can interpret them; the instruments of research and analysis, and those who can employ them; and let us be sure that the larger the capital we invest, the greater will be the dividend."[1]

Gilman was forty-one years old when he entered upon the presidency of the University. There was no educator anywhere in the United States better qualified, probably, for the work which was to be done. He was neither bound to the past nor inclined to discard it; all that was good in it, he believed, should be conserved and made a part of the course and method of instruction and the education of the future. He had studied at some of the great European universities and had been the leader in the laying of the foundations and the upbuilding of Sheffield Scientific School at Yale — then the leading scientific school in existence. He came at a critical time in the history of state universities — especially so in the history of the University of California. State universities had not yet justified themselves and shown their right to continued existence. The period was an especially critical one for the University of California because of the attacks which had been made upon it, with respect to the use which was being made of the Morrill Land Grant fund.

From the very beginning of his regime, President Gilman aimed to keep the University prominently before the people. He availed himself of every opportunity to speak to assemblages concerning its importance to the State and the requirements which were essential for its successful operation and its upbuilding. A few weeks after his entrance upon the work he spoke in Sacramento on the subject, "What Shall We Do With Our Boys?" Early in January 1873 he gave an address before the Mechanics Institute in San Francisco on "Technical Education." Soon thereafter he had given public addresses at the State Normal School, the San Francisco High School, at the Medical Department of the University in San Francisco and at several conventions. In March 1873 the "University Echo" stated: "The prospects of the University were never so good as now. The public at learge, the teachers of high schools, the advocates of literary and technical culture, the governor and other state authorities, the faculty of instruction and the board of regents, are all alive to the importance of the great undertaking and are striving in their various ways to make a great success of the University."

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[1] "Inaugurals, 1872-1899."

Speaking at a memorial meeting by the Berkeley Club many years later, soon after his death in 1908, one of the original members of the club said: "His coming produced an immediate effect upon the college community and upon the public. There was a contagious enthusiasm about him. He was indefatigable — never sparing himself in setting the tasks designed for the advancement of the institution committed to his care. He was a very affable man and most pleasantly approachable to faculty and students alike, and displayed a rare tact in all his intercourse. He sought to be intimately friendly with all and to assist and help forward every wise and approved activity."

President Gilman was the father of the Berkeley Club. "Without his initiative it could never have come into existence; without his fostering care it could never have become a permanency," said Dr. John McLean, president of the Pacific School of Religion, at a Gilman memorial meeting in 1909. At the 25th anniversary of the club in 1898, Dr. William C. Bartlett, a charter member, stated in an historical sketch of the club: "He came from a city eminent for social culture where institutions had been refining for more than a century. He had seen the organization and disappearance of many of these associations. He could speak out of his experience touching the things which made for disintegration and those which made for perpetuity. If the prandial feature was made at all prominent he said the club would die. It was only by plain living and high thinking that it could go beyond an ephemeral existence." The membership of the club was limited — only sixteen at first: a little later, twenty. In it were gathered a few choice spirits—men expected to be interested greatly in those things which make for real living and who would help along among other important undertakings that of University education.

FIRST COMMENCEMENT IN BERKELEY

On the 16th of July 1873 the University held its first Commencement in Berkeley. The exercises of Commencement week extended through five days, but only those of Commencement Day were held in Berkeley. The buildings were in an unfinished condition, with no room large enough for the purpose even if they had been completed.

The exercises were, however, held in the building designed for the College of Letters.

President Gilman remarked in his address on that memorable commencement occasion: "Although the sound of the hammer is still heard upon the walls, and the grounds are not yet graded, we have come up hither to this house of our expectations, that the class of 1873, the first to complete a four-years' course in the University, might receive their diplomas dated from Berkeley; and also that a formal declaration might be made to the generous people of this State that by their liberality these two great college buildings have been made ready for the instruction of our youth."

According to the Oakland newspapers which reported that first University Commencement in Berkeley the day was a perfect one—one of sunshine, and without wind; and nearly a thousand persons came from Oakland and San Francisco and the surrounding country to witness the significant exercises. Not half of them could get into the room in which the exercises were held, admittance to which was by ticket; but it was a significant day in California history, a day to be marked and remembered and all who could do so made it a gala day. Though they could not hope to enter the holy of holies, they could at least stand on the beautiful site and command its remarkable outlook, concerning which in the course of his address that day President Gilman remarked: "As we survey the site in all its richness, let us pause for a moment to render a tribute of gratitude to the perseverance and foresight of the College of California which secured for all time this beautiful possession."

On the platform as he spoke were the two men to whom tribute was pre-eminently due—Drs. Willey and Durant.

Setting forth the scope of the University, President Gilman said:

"Our plans of education are disposed to include all that the past has handed down of good, all that the future may offer to us. By the study of language, philosophy and history we inherit the rich experiences of humanity; by the study of natural science we search after the laws of creation, and reach out for the divine. Art, literature and oratory, the fruits of culture, will here, I hope forever dwell; while geometry, chemistry and physics, the basis of the useful arts, will likewise inspire their earnest votaries."

Nearly four years before that date in 1873, when the University began its work on the old College grounds in Oakland, twenty-four persons had enrolled as freshmen. Twelve had dropped out and twelve stood there in North Hall to receive from the University their diplomas and from its president words of greeting and farewell.

To these twelve young men the words of President Gilman were:

"Young gentlemen of the class of 1873: The last moments of your undergraduate life have come and you are about to be welcomed to the ranks of the graduates. This is no idle ceremony which we perform. Hallowed by past associations, honored by the presence of many honored men, graced by the familiar faces of kindred friends, the day at last has come when you cease to be undergraduates, and 'commence' your career as educated men. Long may the word commencement mark this day, declaring everywhere that there is no such thing as a finished education, and that each epoch to the scholar is the commencement of new toil; each honor, as he gains it, the commencement of new efforts."

Turning the thought back then into the past President Gilman observed: "In the year 1642, an American 'commencement,' based on the usage of old Cambridge and Oxford, was publicly held. The historian tells us that 'upon this novel and auspicious occasion the venerable fathers of the land, the governor, magistrates and ministers from all parts, with others in great numbers, repaired to Cambridge and attended with delight to a refined display of European language on a spot which just before was the abode of savages.' From that day to this, in unbroken sequence, each harvest time has welcomed a new accession to the scholars' ranks, and we are now repeating on the shores of the Pacific those academic usages. With these external rites let us strive to perpetuate the old spirit of the scholar, the spirit of labor and self-sacrifice, the love of learning and culture, the desire to gather up the past for the benefit of the future. With this high commission the University of California sends you forth—the first of its four-year classes. You are twelve in number: be jurors, sworn to declare the truth as you find it, be apostles bearing everywhere the Master's lessons.

"Young gentlemen, as we part, I invoke upon you the blessing of Almighty God! I bid you welcome to the responsibilities and the opportunities of educated men. I warn you against dishonesty, selfishness and sloth; and in the name of this band of instructors, who have watched for four years the unfolding of your characters, and who will ever be your friends, I bid you, with mingled hopes and fears, an affectionate farewell."[2]

The Governor of the State, Newton Booth, was in attendance on that first Commencement occasion in Berkeley. He congratulated the president of the University and the assembled ladies and gentlemen on what he called an auspicious day. He drew a word picture of the beautiful scene here on the Berkeley hills, as it was and is, the great continent behind, the vast ocean before, unsurpassed natural beauties and influences blending with the thought and tempering the spirit, and rejoiced that here was to be the seat of the University of California.

"The buildings dedicated today to their high purpose inspire us with hope rather than with pride," said the governor. They are not so much the visible sign of what has been done as the pledge of what shall be done—the assurance that this institution shall keep abreast with the most advanced thought, generous spirit and liberal ideas of an advancing age; that it will not be a hiding place for bats and owls, but the home of the morning-greeting lark."

With such thoughts and hopes as these in mind and heart

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[2] "Biennial Reports."

Governor Booth's sentiment and salutation were: "All hail the hereafter!"

Observing that riches sometimes served to make poor, that the prodigal son, when wasting his substance in riotous living was not richer than when feeding upon husks, that in the one case he was going devil-ward, in the other homeward, Governor Booth reminded the regents, the president and the faculty that princely endowments and munificent gifts would not answer, that upon them, the regents, the president, the faculty and upon their successors depended the success or failure of the University.

Expressing the conviction that man stood on the eve of great discoveries the governor asked:

"What will these future discoveries do—the secrets that are throbbing to be revealed? What influence will they have upon society, law, politics, industry, philosophy, life? Will they give us cheaper motive power than steam, better building materials than wood, brick and mortar, stone and iron? Will they make land more productive, and aerial navigation possible? Will they give bread to the poor, check concentration of capital and population, equalize distribution, make the voter more intelligent, the officer more honest, reduce taxes and the friction of government, do away with soldiers, make powder a blasting agent and war a memory? Will they alleviate the pains of sickness and soften the bed of death? Will they give us clearer vision, make the heart beat quicker, the blood run redder, send a finer nerve-force to the brain, diffuse a more ethereal presence through this corporeal frame and reveal the thrilling secrets of the spirit's birth?"

With the observation, then, that humanity seemed to be drawing nearer to the waters for which souls thirsted, and asking "Shall it be a mirage"—the rustling of the winds, not the rippling of the waves falling upon their ears?" nevertheless, the charge was "Gentlemen of the University, in the name of the State I bid you onward—at the head of the column!"

At the request of President Gilman the prayer on that occasion was given by the Rev. Dr. Samuel H. Willey, one of the foremost of the founders and upbuilders of the College of California, who was at that time pastor of the Congregational

Church at Santa Cruz. That prayer, here quoted, was consonant with the spirit of devotion to all the higher interests of California which had characterized him from the time of his arrival in February 1849:

"Almighty God! Maker of the world and Father of our spirits, we praise Thee! We adore Thee!

"We assemble here today to set apart this ground to the uses of learning. We thank Thee for Thy rich blessings upon our common country. We thank Thee that we have been permitted under its protection to plant this new State on these western shores. We thank Thee that Thou hast prospered us thus far, in here providing schools, and institutions of learning.

"We know, O God, that our work is only begun! And while we take this forward step in it today, we do it seeking anew Thy blessing, O Most High! Bless, we beseech Thee, this spot chosen as the home of this chief seat of learning of the State. May its air be health, its light be brightness and beauty; and may all these surrounding scenes be associated with learning to the latest generation.

"Bless the young who may assemble here. Reveal Thyself to them, O Infinite Father, in this world which Thou didst make, and in Thy Word which Thou didst speak, and in Jesus Christ, Thy Son. Withhold them, we beseech Thee, from error and from vice, and lead them into the light of truth, and into lives of purity and virtue.

"Surround this place, Most Merciful God, with the nurture of Thy mighty Spirit—that youth may here grow up loyal to Thee, loving their country and blessing their State. And may the light of sound learning and of pure religion shine afar from this Institution and reach even to the ends of the earth.

"Bless, we beseech Thee, the governor of the State, enable him to discharge the duties of his high office so as to meet Thine approbation and promote the best interests of the State.

"Bless the president of the University. Give him wisdom to plan and ability to execute; and do Thou grant prosperity to his undertakings.

"Bless the instructors in the Institution; and may they evermore be leaders, and examples to the young who will be taught by them.

"Bless the regents of the University and give them wisdom to guide the affairs of the Institution with honesty and singleness of purpose.

"Bless the State in which we dwell, and may it come to be distinguished for intelligence, virtue, patriotism, and true religion.

"Accept, O God, we beseech Thee, the consecration which we make of ourselves and our work, to Thee, this day.

"In the name of Jesus Christ, Amen!"

Portrait of Bishop Berkeley Presented

At this Commencement in 1873, Frederick Billings, the trustee of the College of California who had suggested in 1866 the name of Berkeley for the College town, presented to the University a fine portrait of the great philosopher and patron of education.

On the 18th of June, 1873, Mr. Billings, in his home in Vermont, had written a letter to President Gilman stating therein that a question put to him when he had been in California a few months before had led to an order by him for a portrait of Bishop Berkeley by an artist of high standing—designed by him as a present to the University. Mr. Billings' words in part were: "It made known to me how in a very appropriate way I could give a little proof of my great interest in the institution which may be said to have grown out of the College of California, with whose history I was identified through all its struggles from the beginning. I say, in a very appropriate way, for it is most fit that he who gave the name of the good Bishop to the site of the University, should have the privilege of placing his portrait in the University halls. . . . The portrait will be on its way to you this week. You are familiar with the original picture of the Bishop and his family. If not the only picture of him it is the most authentic. The portrait is wonderfully well painted, as might have been expected, by Prof. John W. Weir, and we all should be grateful for the special labor he has given it. Please present it for me to the University when you take possession of the new halls at the coming Commencement in July. The University looks out through the Golden Gate of the Pacific to the islands of the sea and the portrait, there, of this Christian philosopher who could find in Plato the revelation of the new world, and prophesied so truly of the course of empire, should be something more than a portrait. It should be alike an invocation and an inspiration of the largest, broadest, and most earnest spirit of learning and Chrisianity. So may it be!"

The presentation speech was made by Bishop Kip of San Francisco who remarked that it was a noteworthy coincidence that the presentation of the portrait of the first Protestant bishop who landed on the Atlantic shore should be made by the first holding the same office who was called to labor on the shores of the Pacific. Sketching, then, Bishop Berkeley's career and telling of his errand to America, Bishop Kip said:

"And now today in this distant region, of which he never dreamed, just one hundred and twenty years from his death, we are called to commemorate his devotion to the cause of education and religion. . . . Today the spirit of Berkeley is with us here; and may it not inspire some to tread in his footsteps, and have their names written in imperishable characters on future generations?" [3]

In the course of the presentation address it was stated that President Gilman had been one of the winners of the Berkeley Prize at Yale and thus a beneficiary of the gift which the eminent philosopher had made when about to return to his native country.

THE OPENING AT BERKELEY

Students and faculty assembled for the first time in a class room in Berkeley on the 25th of September 1873, at 11 A. M. The occasion was not, however, one for lecture or recitation. The Rev. Dr. Poor, pastor of the First Presbyterian Church of Oakland, read a Bible selection and President-Emeritus Durant offered prayer. The scripture selection was from the 9th chapter of Proverbs: "Wisdom hath builded her house; she hath hewn out her seven pillars; . . . She hath also furnished her table. . . She crieth upon the highest places of the city: whoso is simple, let him turn in hither. . . As for him that is void of understanding, She saith to him, Come, eat ye of my bread, and drink of the wine which I have mingled; leave off, ye simple one, and live; and walk in the way of understanding. . . Give instruction to a wise man, and he will be wiser. Teach a righteous man and he will increase in learning. The fear of the Lord is the beginning of wisdom, and the knowledge of the Holy One is understanding. For by me thy days shall be multiplied, and the years of thy life be increased. If thou art wise, thou art wise for thyself, and if thou scoffest, thou alone shall bear it."[4]

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[3] "Biennial Reports."

After these devotional services, President Gilman welcomed the students to their new college home and congratulated them heartily on the excellent prospect before them in the better equipped University on its permanent site. He dwelt upon the beauty and fine appointments of the new buildings and on the grounds.

The President then named the buildings—one, North College; the other, South College; later called North Hall and South Hall.

Early Experiences In Berkeley

When the University opened in Berkeley in 1873 the business part of the town consisted of a French restaurant at the end of the street car line on Telegraph avenue and Allston Way, and a hotel which could accommodate not more than twenty persons. The "Oakland Transcript" wrote of the restaurant as "a sort of restaurant" and remarked: "But, if the dispenser of food and drink maintains his present prices he will be apt to bankrupt every hungry collegian on the premises. Indigent young men can't afford to pay four bits for a cup of coffee, a slice of bread, and a few sour apples."

A few days after the opening in September, in "University Items" in an Oakland daily newspaper is given the information that the president is offering inducements to any one who will start a coffee stand near the campus.

The "University Echo" makes note soon of the fact that rooms are scarce, and remarks that some of the students fear that they may be compelled to "camp out." In October the word is: "Berkeley is already hemmed in by the rooms for the students. They are scarce and costly. Oh, for a club house!" . . . "A party of hilarious seniors and juniors have taken a home at Temescal."

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[4] "University Echo"; also Oakland daily papers.

A little later: "More than one half of the students now live in Oakland. It will be a long time before they can be induced to live at Berkeley."

However, traveling from Oakland to Berkeley, wasn't either pleasurable or desirable: "It takes two hours and a quarter to come from San Francisco to Berkeley, and one hour and a half from Oakland to Berkeley:" . . . "Students walk from Berkeley to Temescal, two and a half miles, in twenty-five minutes."

Again, on an October day: "As the weather is so pleasant and the recent rains have put the road in such good condition, quite a number of the professors and students prefer to walk to Berkeley. It makes quite a difference in the cash boxes of the horse cars."

There may have been a boycott in this, for we read: "The Berkeley line of cars will take students from Oakland to Berkeley for $4 per month. There is some talk of hiring an express wagon or hand-cart, in which case the fare will not be so high."

About the same time, comparing the Berkeley line with the ferry line the remark was: "The Giant Monopoly so much harped about by our daily papers charges only $3 a month between Oakland and San Francisco where the expense is five times as great."

Ere long the University provides a special car for the professors, reporting for it later in its list of disbursements for a period of twenty months the sum of $605. Making note of this arrangement a student publication remarks: "Woe to the benighted stranger who pollutes its sanctity as it slowly trundles along, seemingly conscious of the dignified body within."

Mindful of the adage that "an apple a day drives the doctor away," the lament goes up that there isn't a good apple within two miles of the University.

A student publication, chronicling the frequent lament that there is no drug store nearer than Oakland, gives the admonition, "Don't do so any more, young men!" and marshals its reasons therefor: "One of your number has on his shelf: Paregoric, alum, bitters, beans, cathartic pills, homeopathic ditto, chlorate of potassium, powder (gun), camphorated oil, brimstone, Jamaica ginger (essence), seidlitz aperient, compound pills, poison (a strong pipe), prayer books (three), Bible, for the wounded spirit, hair ointment, mustache extractor, fever herb composition, prepared by Eastern shakers; and, in a box in the rear, asafoetida."

The rains descend and the mud comes, and the arrival of lumber for a walk from the end of the car line is welcomed; as is also later the planking of the car landing—so that the young ladies and the professors did not have to step out into mud ankle deep.

The professors survived the inconveniences that first year, but some of the young ladies did not. Some from San Francisco, two and a half hours away, dropped out.

A few buildings go up during the first few months—among them a three-story boarding house for "students and visitors", and residences by Professors Rising and Pioda. The president and nearly all the professors continue to reside in Oakland. Life goes on as usual at the few village homes already here, in the farm homes round about, and in the homes in the little manufacturing town of Ocean View down by the shores of the bay—a town to become later Berkeley's factory section.

Naturally, Berkeley's growth was slow for several years after the opening here of the University. The transportation connections with Oakland and San Francisco were not inviting —two hours and a quarter to the city by way of Oakland.

It had been thought that the college social life and atmosphere, along with rural surroundings, would appeal to people to come in and establish homes, and it did later; but for a time there was no such life here—as President Gilman stated in the report which he made to the regents a short time before his departure for the East to enter on the presidency of Johns Hopkins at Baltimore.

Mentioning the fact that a plan formed by the board of regents prior to removal to Berkeley to build houses for the professors had been abandoned because of lack of necessary authority, he called attention to the need and expressed the hope that ways and means would be found to provide homes for all the permanent staff of instructors. Some of President Gilman's words in this connection were: "One of the greatest difficulties in the management of the University arises from the fact that so many of the professors and instructors are non-residents. Such a college should be surrounded by the homes of those who are engaged in the instruction of the youth; for as soon as a good neighborhood is formed, other families of culture and of influence may be expected to come in, and all the attractions of a college village may be secured. But at present the neighborhood of Berkeley grows but slowly. There is in it no school, no practicing physician, and but few and indifferent stores. The walks and roads are in a bad condition most of the year, and the inconveniences of family life are great. Families hesitate to remove to Berkeley until they see that the professors and others who are most interested in the work which is there going forward, have become residents of the University neighborhood."

Berkeley had no permanently established newspaper until 1877; but a half dozen different advertisements in student publications afford some information about early-day business. Early in 1874 the Berkeley Hotel on the corner of Bancroft Way and Choate street (Telegraph Avenue) announced: "This Magnificent Hotel was built expressly with a view to comfort and convenience. Two, three, and four rooms can be thrown into one if desired. Marble basins and grates in every room.

"A No. 1 French Restaurant attached, where all the delicacies of the season can be obtained. Cars pass every ten minutes."

The Berkeley Meat Market announced its location as being near the hotel, on car line. "Choicest and freshest meats of every variety constantly on hand," was followed by the suggestive and fitting name of "Ham" as proprietor.

This, unfortunately, the public was informed later, was a misprint for "Hann".

Some time in 1874 a grocery store made its advent, being connected with the meat market, and laying emphasis on "All goods at Oakland prices", as well as on "Full stock constantly on hand."

As early as February, 1875, Sam Kee informs the public that washing and ironing is nicely done, in Chinese fashion, at his laundry near the hotel.

By April the "Cafe Restaurant Du XIX Siecle" graces the Berkeley Hotel with its presence, and tells of a "Large Dining Hall with seating capacity for 200."

That enduring kind, the "Students' Friend" restaurant man, is early on the scene—announcing his "University Parlor and Coffee Saloon", with "hot coffee at all hours up to 10 P. M."

In addition to the "Berkeley Hotel" there was the "University Hotel," for student boarding and lodging, also "especially adapted for families," and for "private parties and picnics."

The "Berkeley Restaurant," one block from the terminus of the street railway, advanced a step in the effort to supply the needs and demands, and announced a "Kitchen and Bar Supplied with the Best the Market Affords."

By the end of the first year of the University in Berkeley it had become apparent that some action must be taken by the regents to meet the urgent need for rooming and boarding accommodations for students. A committee which had been appointed to thoroughly inquire concerning the conditions reported in June, 1874:

"The hope indulged in by the board and public, that a village would spring up in the vicinity of the University, and that private enterprise would supply this imperative want has not been fulfilled. On the contrary but little has been done in this respect, and the students are as far from being provided for now as they were in the beginning. Such being the condition of affairs, it has become a great public necessity that this institution, established and endowed with such liberality by the State and the federal government, and upon which the people have placed such high expectations, shall not be allowed to fall into decay, or its usefulness impaired at its very beginning by this unforeseen difficulty. We find the necessity imminent, and that immediate action must be taken to avert an overshadowing danger. Houses must be built or the institution will receive a check, the injurious effect of which, years will not overcome."

Two years and a half elapsed after the beginning of the University work in Berkeley before a post office was established. President Gilman's letters were, for example, headed as follows:

"University of California"
Berkeley
Oakland, Nov. 20, 1874"

His resignation as president bore this line:

"Berkeley (Near Oakland), March 23, 1875"

Mail for University attachés all the time in Berkeley and for the students living here was carried from Oakland regularly by students; later it was left at Temescal, about half way between Oakland and Berkeley, and was thus carried thence to its destination. A letter received one day addressed to the "State Universal College of California," led to the expressed expectation that one would be received soon addressed to "The Straight Universalist College of California." Once, long before a post office was established, a letter to a student was addressed:

"Berkeley—Close to the College and Near to San Francisco, California".

The Difficult Situation Which President Gilman Faced

No university president, probably, ever faced a more difficult and trying situation than President Gilman faced in California during 1873 and 1874. All in all it is surprising that the University was not more damaged than it was. Critics and enemies arose on every hand. But, most of the criticism and opposition was not of much weight; moreover it was unorganized. From one source, however, came attacks public and private which threatened for a time the very existence of the institution as a university. These centered on the relative emphasis laid, or to be laid, on the literary, agricultural and scientific departments, and the use of the funds for the maintenance of the institution.

This was the period when Henry George's ideas were beginning their working influence, and when the Grangers were a growing power in the land. Both within and without, the University had at that time foes who were grimly determined to turn it from the broad ways on which it had been established. Within were two dissatisfied professors, Carr of the agricultural department, and Swinton of the literary, who formed the nucleus of the internal opposing forces; without was Henry George with his newspaper, the San Francisco "Daily Evening Post," and a Granger contingent incited by the journalistic exaggerations.

On the 17th of February, 1874, the regents requested the

Legislature to appoint a joint committee to investigate the management of the University from the time of its organization. In the memorial to the Legislature it was stated concerning the operations under the board of regents: "For nearly six years, since the organization in June 1868, they have adminstered the educational and financial affairs of the University, always under circumstances of great difficulty, but with some success, as witness the present condition, with 200 students and 20 instructors in its various departments.

"Your memorialists feel confident that their labors in aid of the education of the youth of California will be better appreciated by the public authorities, as well as by the mass of the people, with thorough information upon the whole subject. It seems at present to be supposed, and very erroneously, as the regents think, that there have been: First: Some deficiencies which could have been avoided in the teaching in the departments of agriculture and mechanics in the University. Second: That some errors have been committed in the management of the agricultural grant made to the State by Congress for the endowment of the University. Third: That the regents have not shown due economy in using the funds which the Legislature has appropriated for the University."

The request then was that the Legislature constitute and empower a committee to investigate in the most thorough manner with respect, first, to what instruction had been given in agriculture; whether this had been defective or not; and if defective, wherein such defect had consisted, and what the cause as well as the remedy of such defect. Second: What had been the management by the regents of the 150,000 acres of agricultural lands donated by Congress to the State of California for the use of the University; whether the same had been defective or not, and if defective, wherein such defect had consisted, and what the cause as well as the remedy of such defects. Third: Whether or not the regents had properly administered the funds of the University which had been entrusted to them, and if not, in what particulars."

The committee which was instituted by the Legislature consisted of three members of the Senate and five members of the Assembly. Their investigations were as far-reaching and as thorough-going as possible, and in the concluding part of their report submitted to the Legislature, they summarized as follows:

"The conclusion at which your committee has arrived is, generally, that the regents and faculty of the University have done as well as any reasonable citizen could expect. Our State is young and the University is in its very infancy. We could not, therefore, reasonably expect at this date any great results. We do not gather ripe and luscious fruit from very young trees; they must have time to grow; so with our institutions of learning. There seems to be a few objections made by some to the plan of having a president of the institution. This, in the opinion of your committee, is mere idle theory, for in the nature of things there must be a head to the faculty, and the name by which this head is known is of no consequence; but it is claimed by some that this head should be elected by and from the faculty. This, we think, would be productive of great evil, breeding contests for the place that would be ruinous to the faculty. One ground of complaint grew out of a misapprehension of the intent of the grant made by Congress. It seems that many persons supposed that the grant was intended solely for the foundation of a school devoted to agriculture and the mechanic arts; and that labor in those two branches was to be the main feature. This is a great mistake, as the plain language of the grant clearly demonstrates; it says that the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts.' This is being done in good faith, and the regents are showing a laudable zeal and ambition in the work. We desire to give our most hearty approval of the management of the land grant. The regents, in our judgment, have made the most of it, and their administration of it has been about the best possible.

"In conclusion, the committee, in its best judgment, is of the opinion that the regents and faculty have done well, considering their means and surroundings; that they deserve the sympathy and support of the people at large in the management of the University."

It was stated finally by the committee that the objections and criticisms had sprung from three sources: "First, there has been a want of a clear understanding both as to the grant and the management of the University. Second: There has been some jealousy and bad feeling with some persons connected with the University. Third: Some persons, seeking to curry favor with the people, and for the sake of political notoriety, have pretended to be the friends of the people, as against the University management—not that such persons knew or cared about the University or its success."[5]

In the course of this investigation it was brought out that the University endowment had come from six sources, and that the grant under the Morrill Act of 1862 was, so far as the amount realized from it up to that time, one of the lesser sources. There was the University or Seminary of Learning fund, the Public Building fund, the property donated by the College of California on the specific condition that a College of Letters should be established at once and so maintained from the beginning that all needed educational facilities should be at hand for the students handed over from the College proper and the preparatory class at that time ready for entrance. There were also the special grants made by the Legislature, the Tide Land fund, the Special Building fund and certain annual appropriations. Further there were private gifts. And it was shown that it was to the end that California might have a real university and not merely an agricultural and mechanic arts school that these funds were provided.

Although the University was vindicated by the Legislature, the situation was an especially disturbing one to President Gilman. On the 8th of April, 1874, he addressed a letter of resignation to the board of regents, no record of which was ever made and which he was persuaded to withdraw before it had other than informal consideration. In that letter he stated: "I believe that the real controversy which has been carried on during the last few months arises from a deep and radical difference of opinion as to the scope of the University of California. On the one hand are those who insist upon it that the chief object is to maintain an Agricultural College, or, as it is sometimes more liberally stated a College of Agriculture and the Mechanic Arts. They call for a large increase in the 'practical' elements of instruction, often going so far as to insist that instruction in carpentry, blacksmithing, and other manual and useful trades should be given in the University. On the other hand are those who insist upon it that the constitution and laws of the State, the condition of the endowments, and the highest interests of California demand a true University, in which indeed there should be maintained at least one college of agriculture and the mechanic arts, but where the best of every sort of culture should likewise be promoted. These claim that the most practical service which the University can render to the State is to teach the principles of science, and their application to all the wants of men—and at the same time to teach all that language and history have handed down as the experience of humanity.

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[5] Appendix to Journals of Senate and Assembly; also "Historical Pamphlets." University Archives.

"The University of California is now organized on a comprehensive basis. Its plans are in accord with the best experience of modern institutions in other states and countries. I believe in it as it stands—rejoicing that in so short a time so much has been done, with such promise of good fruit ripening rapidly. I am heartily in sympathy with the introduction of science into higher educational establishments and eager to see also the wide diffusion of technical instruction. But because I cannot assent to some of the radical demands which would overthrow the University, abolish the regents, and entirely change the present course of study I am exposed to censure.

"The honorable post which I hold by your appointment was not of my seeking. I came to it with hesitation when your invitation was renewed after an interval of two years from its first proposition. I have tried to the utmost of my ability to conciliate the various conflicting parties and beg them to sink the points on which they differ for the sake of those on which they agree—to make a University of the most liberal, elevated and comprehensive sort, worthy of California, worthy of the 19th Century, worthy to train up the future citizens of this great State. You have as a board and as individuals strengthened me in this effort, encouraged me amid many difficulties, conquered many obstacles, and have remained true to the University idea. You have received the cooperation of multitudes of the most intelligent and far-sighted persons in the community. You have had the satisfaction of attaining great results within a short time—results which have attracted the attention of intelligent people at home and abroad.

"Notwithstanding all this, and notwithstanding that my record as an advocate of technical instruction is clear and decided, it is probable that some one else will better serve you in the present complexities. For university fighting I have had no training; in university work I delight.

"I therefore beg of you to release me from the post I hold—at the earliest day you can consistently do so. I only ask leave to present more fully for your consideration at another time the embarrassments to which I have been subjected from within as well as from without the University circle." [6]

Very little relative to this occurrence has come down the years. There is extant a letter from Regent H. H. Haight, no longer Governor, but one of the honorary members of the board, dated April 14, 1874, in which he said to President Gilman: "I sat down some days since to write you a note respecting our meeting Saturday, which was to my mind a very satisfactory and assuring one. The disposition manifested by the regents to act with firmness in any direction where the interests of the University require action was all that could be desired; and the entire unanimity of the board was certainly gratifying. When I say entire unanimity, it may be that one member of the board entertains some peculiar views of his duty, but that is immaterial. My confidence in the ultimate result of all this rude and senseless clamor is strengthened by the present aspect of matters. The regents will not suffer you to leave if they can help it. You have every reason to feel gratified with the estimate in which you are held by them and by the intelligent portion of the community."

A month later Gilman wrote to President White of Cornell: "We seem to have come out in still waters, and have a smooth prospect for the next two years, but I should not like to go through such a tussle again."

It was the fear of future tussles which planted then in President Gilman's mind the continuing desire to return to the

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[6] "Life of Daniel Coit Gilman," by Fabian Franklin (1910).

East — even though it might be necessary for him to enter some other kind of work.

The recently framed political code, which became operative on the 1st of January, 1873, had placed the regents in the position of a commission of the Legislature, which could be wiped out by that body at any time; and past experiences indicated what could happen if an unsympathetic legislative body should assemble at Sacramento two years hence.

The elimination from the faculty of Professors Swinton and Carr practically ended the internal disharmony. But the future, for the foregoing and other reasons, was clouded. Interest and ardor had been decreased and dampened. Several men of means had been brought to a decision to make donations of considerable size, but had reconsidered—not being willing to bestow their gifts on an institution from under which the stable foundations might be swept at any time by popular or partisan clamor. Believing that the advancement of higher education in this country depended to a large extent upon the munificence of men of wealth, this also was a disquieting feature of the situation.

Accordingly at different times during the summer months of the year 1874, although President Gilman wrote to friends in the East that everything was lovely then, that good feelings were everywhere in the ascendant, that there was serenity and prosperity, he wrote also substantially as he wrote to President White of Cornell on the 1st of June: "I can't give up, however, the recollection of our last winter's dangers, and whenever the right moment comes I shall feel that I am justified in withdrawing." "What next?" was Gilman's question then, followed by the observation: "Here are capital openings for usefulness and activity, but I turn homeward." And within less than a year he was homeward-bound! Early in November, 1874, overtures from Baltimore reached him—requesting that he take the presidency of the newly established Johns Hopkins University.

On the 4th of November he wrote to President White: "The Baltimore overtures reached me an hour ago. I suppose my family are half way across the continent, but if I can stop them coming I shall do so, and shall ask leave to go East and see for myself. I feel much gratified by the confidence which so many of my friends have shown in me by saying a good word at the opportune moment; but I must be very careful that the interests here do not suffer. We are apparently over the crisis; that answer to the Grangers has silenced them; our large increase of scholars and general quiet and serenity surprises us all. If I am to resign at all within two years, now is the moment. No Legislature for thirteen months; and then, the tidal wave of what sort of democracy? I have not mentioned your letter respecting the visit and talk of the Hopkins trustees to anybody, by letter or orally; so I don't know how to proceed with their overture, but I shall have a frank talk at once with some of the regents. I think I shall resign—resignation to take effect at a time to be mutually agreed upon. Then being free I shall go East and look at the situation. It would seem unwise to accept such a post without having first a personal interview."[7]

In a letter dated November 10, 1874, President Gilman wrote to the chairman of the board of trustees of Johns Hopkins University: "I am deeply sensible of the honor and usefulness of the post to which your letter refers and am grateful to you and your associates for the confidence which has led them to communicate with me. My personal inclinations would lead me to resign my position here at once irrespective of any call elsewhere—on the ground that however well we may build up the University of California, its foundations are unstable, because dependent on legislative control and popular clamor. These conditions are different from what they were represented to be at the time of my coming here—the so-called political code having essentially altered the organic act of the University. On the other hand, my relations to the board of regents of the University of California and my daily occupations are so satisfactory that I naturally hesitate about changing them. Besides, I do not know how the regents will feel and think in respect to my withdrawal, for I have had opportunity of consulting only one member of the board. I must therefore ask a few days' time to consider these points. But, as I look at the opening sentences of your letter and read that this munificent gift is free from any phase of political and ecclesiastical interference, and is to be administered according to the judgment of a wise and judicious body of trustees; when I think of the immense fund at your control; and when I think of the relations of Baltimore to the other great cities of the East, and especially of the relations which this University should have to the recovering States of the South, I am almost ready to say that my services are at your disposal. As at present informed, I should think that the regents would prefer to have me remain here until our Commencement next June, but probably not. They may prefer that the change, if there should be a change, should not be delayed."

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[7] "Life of Daniel Coit Gilman," by Fabian Franklin. See also, for things relative to President Gilman's experiences in California, "Gilman Papers;" University Archives.

"The sum of this long letter, then, is this," remarked Gilman: "That the overtures of your committee are favorably entertained and that I shall immediately propose to the regents to release me from their service. I shall then be free to accept the position to which you refer. But I hope that a formal and final decision will not be required of me until we have met face to face."

In a letter dated December 9, 1874, President Gilman stated to Governor Booth: "It is my intention to inform the regents at their next meeting that I have received letters from an institution of learning in the East looking to my acceptance of the presidency of the same. The overtures are so attractive that I feel bound to consider them, and in order that I may do so honorably, I shall present my resignation to the board."

President Gilman went to Baltimore the latter part of December, 1874, was delighted with what he heard and saw during those few days of interview, and then and there the University of California lost as president a man destined to become in the next quarter century one of the world's great university presidents. Fitly did "The Overland Monthly" observe, under the caption "The Loss of A Man," at the time of his departure early in 1875 from California to enter on his great work at Baltimore: "We are glad for the sake of Johns Hopkins University, glad for the sake of American education, glad not the least for the sake of D. C. Gilman; but we are sorry for the sake of the University of California, sorry for the sake of Californian education, sorry for ourselves, for we have lost a man—a man calm, reasonable, dignified, full of resource in every emergency; a man of surpassing talent for organization, of extraordinary insight and sympathy as to the strong and weak points of colleges and students, who can do more with poor materials than most men can do with good; a man with incessant industry and persistent acquirement in every direction of science and literature; a man who is at once a gentleman in the technical and general sense of that term, unswerving in integrity, punctilious in honor, faithful in friendship, chivalrous and self-contained under attack and criticism. He leaves behind, in our University itself and in all it is today, in the hearts of his students and friends sweet memories of a quiet perfect gentleman and genial gifted scholar. . . Though we have lost our man, we have not lost our friend."

An interesting poem, entitled "The Departure of the Pilot," written by Edward Rowland Sill, at that time a professor in the University, likened the University to a ship and depicted the perils met with because of the legislatures and some of the people. Gilman, the pilot-captain of the ship, is represented as steering the craft and addressing Professor John LeConte who addresses him in return and urges him to remain in California:

Slender spars and snowy wings,
  Arrowy hull that cleaves the foam,—
See! the good ship grandly swings
  Forth to seek her ocean home.

Thro' the narrow harbor-gate,
  Past the rocks that guard the bay,
Towards where friendlier billows wait,
  Well she holds her stately way.

Angry now the breakers are;
  Gleam their white teeth in the sun,
Where along the shallow bar,
  Fierce and high their ridges run.

But the pilot-captain, lo!
  How serene in strength is he!
Blithe as winds that dawnward blow,
  Fresh and fearless as the sea.

Now the shifting breezes fail,
  Baffling gusts arise and die,
Shakes and shudders every sail,
  Hark! the rocks are roaring nigh.

But the pilot keeps her keel
  Where the current runneth fair,
Deftly turns the massive wheel
  Light as though 't were hung in air.

Hark! the bar on either side!
  Hiss of foam, and crash of crest,
Trampling feet, and shouts — they glide
  Safely out on ocean's breast.

Then the Pilot gives his hand
  To his brother, close beside:
"Now 't is thine to take command,
  I must back at turn of tide."

Then the brother-captains true
  Grasp each other by the hand,
Bidding cheeringly adieu.
  But, a moment as they stand,

Something in the elder's eye
  Glimmers—is it but the spray?
Something—could it be a sigh,
  Or a breeze that died away?

And quoth he: "O brother brave,
  Wisely thou hast steered and well,
Now all fair are wind and wave,—
  Come and tarry with us still."

"Wave and wind at last are fair,
  Rosy-bright the new-born day,
Hope and faith are in the air,—
  Come and sail with us for aye!"

But the pilot's shallow-prow
  Chafes against the vessel's side:
"Nay, true heart, thy wisdom now
  Shall the good ship's fortunes guide."

"On the morrow they shall launch
  Yonder from the Eastern shore,
Yet another vessel, staunch,
  Sound as e'er was built before.

"Hopes and prayers upon her wait:
  Her deep bosom, grand and free,
Bears a wealth of mystic freight:
  I must guide her to the sea.

"But upon our voyage far
  We shall meet in other days,
Since the same pure polar star
  Shines to beacon both our ways.

"Far away where favoring gales
  Blow from many a spicy beach,
We shall see our shining sails
  Nodding friendly, each to each.

"Many a morning that shall dawn
  With its radiant prophecy,
Still shall greet us sailing on—
  Comrades on the glorious sea."

CHAPTER XXIII.

THE QUARTER CENTURY FROM 1875 TO 1900

The twenty-five years from 1875 to 1900 mark a period of growth for the University of California which gave it high rank among the leading universities of the country and presaged what it was to be by the time it had passed the first half century of its existence. It is the purpose of this chapter to trace briefly that growth—a growth made possible because in one way and another many of the people of the State had been brought to a realization of the need for an educational institution of high rank and to a determination to give it such rank; a growth made possible because men were at the head of the institution and of the leading departments who were harmonious in their ideas as to education and who had the same high ideals with respect to it that President Gilman had had and who stood unitedly and determinedly for those ideals. The presidents during this period were: John LeConte, W. T. Reid, Edward S. Holden, Horace Davis and Martin Kellogg. President Wheeler's administration began near the end of this period.

Professor John LeConte, having been chosen by the regents as acting president on the retirement of President Gilman, entered upon the duties of that position in March 1875. In his address at the Commencement exercises on the 9th of June he set forth certain ideas concerning the education which he thought to be needed and which determined his course as acting president and president for the ensuing six years. Addressing the graduating class, and the assembled people, Professor LeConte remarked: "Nearly five years have elapsed since it was my privilege on a similar occasion to address a group of three young men, the first graduates constituting the connecting link between the College of California and the University of California. At that period some of the friends of high and generous culture were disturbed with misgivings and doubts as to whether such small beginnings presaged the growth and maturity of an educational institution worthy of the fostering care and liberal support of a young State already in the front rank of advancing prosperity and material wealth. Since that time, although there have been some alternations of hope and fear, we may without self-adulation affirm that the progress toward maturity and a full realization of the just expectations of the friends of the University has been both satisfactory and gratifying. Considering the slow growth of similar institutions elsewhere, the friends of education need not be discouraged, whether we regard the number of students who are availing themselves of the opportunities for higher culture, or the extent of the noble endowment offered by the generosity of the State. On the contrary the extraordinary progress which has been made in this short interval of time can be explained only by the circumstance that a matured civilization has been transplanted into our genial soil and properly nurtured."

However, President Le Conte admonished his hearers that commencement day in 1875 that it should be remembered that that which has been accomplished was but "the beginning, the dim foreshadowings of an ever-continuous progress towards a higher culture and a more complete comprehension of man's relation to the physical, intellectual and moral world. Let us not deceive ourselves with the fatal delusion that the scheme of education in our country has attained the culmination of excellence." Professor Le Conte proceeded then to emphasize certain important ideas as to education—ideas needing special emphasis at that time in California: "The almost universal demand for technical education may be considered the normal outgrowth of the more intimate connection which has been established between science and art in the progressive evolution of knowledge. Many years ago the sagacious Humboldt remarked that 'the time is not far distant when science and manipulative skill must be joined together.' There can be no question of the fact that scientific knowledge when judiciously selected and appropriately taught adds very materially to the chances of industrial success. In modern times the nations most advanced in civilization have come to a full realization of the fact that in the industrial world knowledge is really power, and that in the struggle for supremacy it must exercise a preponderating influence. This is unquestionably true. Nevertheless there is danger that in the exuberance of a zeal for engrafting technical training upon our system of education the true bearings of the change may be entirely overlooked. It is undoubtedly true that a knowledge of scientific principles does assist manipulative skill; but it is not true that manipulative skill can take the place of the knowledge of the principles of science in any scheme of education."

"If we mean by the term education the drawing out, the unfolding, of the intellectual and moral faculties of man, it is self-evident," said Professor Le Conte, "that the skill in handicraft which is acquired only by long apprenticeship in the workshop cannot afford any considerable contribution to intellectual and moral development, 'which is the true function of every scheme of education.' Education needs a man who is a master not merely an imitator and an operative, in his work," declared Professor Le Conte; " it elevates his trade into a profession, raises it to the dignity of a liberal art."

Thus spoke in that critical formative period one who was a master in science, one who was for nearly a quarter of a century in the forefront among the builders of the University.

Laying The Foundations of The College Of Agriculture

The work and experiences of Professor Eugene W. Hilgard in laying the foundations of the College of Agriculture, as they were laid in the first decade after his entrance upon his professorship in 1875, are among the outstanding features of the history of the University. Of exceptional achievements in Mississippi for several years as a geologist and as state mineralogist, professor for some time of geology, zoology and botany in the State University, the University of Michigan had secured him in 1872 as professor of geology. President Gilman met him at a convention in the East in the summer of 1874 and persuaded him to come to California for a course of lectures in the early weeks of the University year 1874-'75—with the hope that he might in this manner be permanently attached to the University.

When Professor Hilgard came to give his lectures there were few if indeed any students in the regular agricultural course in the University. But President Gilman was active and recruited a respectably-sized class for the lectures, no member of which probably had ever thought of taking a course in agriculture. Twenty-five persons attended the lectures faithfully, among them being: Samuel B. Christy, who became a few years later the head of the department of mining; F. H. Slate, later the head of the department of physics; John Stillman, the head some years later of the department of chemistry at Stanford; A. W. Jackson, subsequently professor of mineralogy in the University.

Reluctant at first to accept the call to California—among the causes therefor being the situation of the University because of the recent controversies, and the uncertainties of the future—Professor Hilgard accepted the offered professorship in December 1874 and arrived to enter upon his work in March 1875. For two years there was not a student in the agricultural course proper and he gave lectures on botany and mineralogy and engaged in such outside work as was calculated to be helpful to the farming communities.

When Professor Hilgard began his work in California he faced among his tasks several which were very vital. It was necessary for him to conciliate, if possible, the hostile element among the grangers, those who were of opinion that the agricultural department had not been impartially dealt with by the regents and President Gilman; it was essential to success that the farming element in general be won to the belief that the University had in its agricultural course something of value to them and to the State; and that he himself as the head of the department was not only "scientific" but "practical"—the former word being anathema with some and the latter a cherished one; it was essential that funds be secured for additional and more adequate equipment and that research which the special conditions in a new state required. There was also inertia on the board of regents to be overcome, some of the members not being awake to the value of this department.

As President Gilman had been misunderstood so also was Professor Hilgard. Writing a third of a century later concerning his early experiences, Hilgard stated: "It took me several uncomfortable years to convince the grangers that neither I nor Gilman was quite as black as they had imagined us to be, and they gradually became a strong element of support for the college of agriculture."

At a service in memory of Dr. Hilgard, which was held in 1916, E. J. Wickson, Professor Emeritus of the Horticultural department, told the story of one of Hilgard's early experiences: "I was present at a farmers' meeting in San Francisco in 1876, apparently called to see how far the college of agriculture had fallen. The room, not a large one, was crowded with men of some prominence in farming—hostile to the University because they really believed that the college of agriculture ought to be snatched from ruinous association with a so-called 'classical institution'. It was a stormy assembly, but when there came a lull the chairman asked Hilgard to speak. He rose alertly, showing then a slim graceful figure; and when he had folded and pocketed the blue glasses which a long-continued eye trouble forced him to wear, they saw a scholarly face illumined with an eagerness, cordiality and brightness of expression which seemed to say to them, I never was in so delightful a place before in my life. Before he could say a word he had them transfixed with surprise and curiosity; and when he began to speak in a low conversational voice with an accent which compelled them to listen closely every man was at attention. He was saying that he was glad to meet them; that no one could do much for farming unless he had personal knowledge of and acquaintance with and support of farmers; that he had listened with interest to what they had been saying and that much of it doubtless would be helpful to him; that there were other things they could talk over and agree upon when they had become better acqainted. He told them that he had come to California to try, with their help and support, to know the State from the rocks to the sky, and proposed to use all that he had learned elsewhere merely as a help to begin to know a State which he perceived was different from any other in which he had lived and worked. His desire, he stated, was to work outward from California—not to try to fit old theories to a new state."

Professor Hilgard spoke that day of his experiences as a boy on his father's farm in Illinois, how he had observed that soil differed when it came from different rocks, how it varied when other things were mixed with it; he then told the now eagerly listening farmers of his study of rocks and soils and plants down through the years—trying to find what was in the soil and what was in the plant, with the hope of matching them so as to get the best crops and the greatest success in farming. Then followed "a charming half-hour," on soil formation and movement, fertilization, tillage, etc., without a scientific term, without reference to a chemical formula—all straight farming talk about soils and plants. And finally, he said that he had come to find out how these things worked in California, and he asked for information as to whether the farmers there that day or anywhere in California had anything as hard to handle as the gumbo soil of Mississippi.

"It was a masterly stroke and all so unconsciously delivered," said Professor Wickson. Before Hilgard could regain his seat, questions were fired at him from all over the room, and he answered them readily and confidently. At least half a dozen had soil which they knew was many times worse than gumbo! Would he come to the farm and see it? As the meeting closed after half an hour of such friendly and informal conference, a giant from the San Joaquin who was a leader in the opposition, whispered in Professor Wickson's ear, "My God, that man knows something!"[1]

Professor Hilgard had similar experiences for several years in different parts of the State. To win the farmers to his ideas was no easy task, but he won them and began to give the college of agriculture of the University of California that large place in the hearts of the people which it has held increasingly down through the years.

THE CONSTITUTIONAL CONVENTION OF 1879 AND THE UNIVERSITY

The decisive battle for a real university was waged in the constitutional convention of 1879, where, after prolonged consideration and discussion, section nine of article nine of the new constitution was adopted, which declared: "The University of California shall constitute a public trust and its organization and government shall be perpetually continued in the form and character prescribed by the organic act creating the same."

This section of the constitution removed the University from the changeable and sometimes capricious ideas of education and of methods of administration advocated from time to time in legislatures. The declaration was that it shall be "subject only to such legislative control as may be necessary to insure compliance with the terms of its endowment and the proper investment and security of its funds."

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[1] "University of California Chronicle," April 1916.

This section of the constitution of 1879, adopted by the constitutional convention by a vote of 86 for to 45 against, stood as the provision concerning the University until November 5, 1918, when a new section submitted to the people was adopted instead. No material change was effected therein, however, the alterations relating to the composition of the board of regents, the selection of the appointive members and such empowering of the board as would enable it the more effectively to administer its trust.

In the main, in the constitutional convention, as theretofore, the objections to the University related to the administration of the funds, especially those derived under the Morrill land grant act, and the relative prominence of the various colleges. When the small attendance at the agricultural college was mentioned, one member replied: "The fault is with the farmers. The professors are there and the opportunity is there. The farmers do not send their sons there to learn agriculture. They want to make lawyers and doctors and preachers and mechanical engineers of them. In other words they want them to occupy a sphere different from that which they have been filling. That is the reason. Produce the boys and the University will furnish the education." Against this and other arguments on the part of those who sought to maintain that the agricultural department and other departments should be on an equal footing and without discrimination with respect to the available funds, one member declared in the course of the debate that young men who went to the University to pursue agricultural studies would be enticed to other studies, his words in part being: "The youth of our country are ambitious, properly so, and it is just as natural as life, when a young man enters college, to be led away by the popular drift in that college. Now, sir, every professor and every teacher in the college will induce every student there to take the grades of the higher branch, to study Latin and Greek and the languages; and little by little the students are led away from the strictly agricultural department into the college of letters. Ninety-nine out of a hundred will go into the study of the professions, and agriculture is not benefitted, only in the ratio that it is benefitted by the maintenance of a higher grade of education."

While the constitutional convention, in the framing of section nine of article nine of the new constitution, was doing that which would result greatly to the advantage of the University, it was doing also something other which was to prove very damaging to the institution. It framed and handed down to the people for their indiscriminative uninformed voting the following concerning the public school system. "The public school system shall include primary and grammar schools and such high schools, evening schools, normal schools, and technical schools as may be established by the Legislature, or by municipal or district authority; but the entire revenue derived from the state school fund, and the state school tax, shall be applied exclusively to the support of primary and grammar schools."

As a result of this enactment the high schools languished; and, in some cases, went out of existence. In 1879 the enrollment in the high schools was 4,871—having advanced from 2,240 in 1876. In 1881 the enrollment was only 3,649—a decrease in two years of 1,222. The University was deprived to a large extent of sources of supply and the attendance at the colleges in Berkeley soon decreased considerably. The enrollment of forty the first year of the University increased the second year to ninety-three; the third to one hundred fifty-three; the fourth, to one hundred eighty-five; the fifth, to one hundred ninety-one; the sixth, to two hundred thirty-seven; the seventh, to three hundred ten; in the eighth it was three hundred and seven; in the ninth, three hundred and twenty; in the tenth, three hundred and thirty-two.

Soon after the constitutional enactment cutting off sources of supply the registration dropped to two hundred and sixty-eight; the following year it was two hundred and forty-six—declining then to two hundred and twenty-four, to two hundred and fifteen, to two hundred and sixteen. In 1884-'85 it began to climb up again, but did not reach the level of 1878-'79 (three hundred and thirty-two) until the year 1888-'89 when it stood at three hundred and sixty-three—advancing the next year to four hundred and one. The succeeding ten years registered a marked advancement in the attendance at the colleges in Berkeley. By the year 1895-'96 it had reached 1,336; in 1898-'99, it was 1,988.

IMPORTANT FACTORS IN THE UNIVERSITY'S ADVANCEMENT

The advancement in the registration at Berkeley from the lowered figure in 1883-'84 of 216 to 1,988 in 1898-'99 and 2,229 in 1899-1900 was due to several events and legislative measures. The increase in the population operated to that end of course; but such increase could not have brought this advancement if there had not been all the time men and women who were awake to the needs and working in one way and another for the meeting of those needs.

Increase in wealth was a factor in this advancement. As the people throughout the State grew in material prosperity more fathers and mothers turned their thoughts toward a university education for their sons and daughters. Many, theretofore, had not been able to give their children these advantages.

But an increased and constantly increasing desire for such education could not have accomplished this advancement. Young men and young women in increasing numbers would have knocked in vain at the doors of the University for admission if there had not been made from time to time enlarged provision for them. Such provision was not easily acquired, as will be evident as some of the events in the life of the University during this period are now set forth. It was, however, acquired, and the institution went on from high to higher—an ever-growing moulding influence in the life of the State.

THE EFFORTS TO SECURE HIGH SCHOOLS AS FEEDERS

Attention was called to the defect in the educational system of the State from time to time by the presidents of the University and by the superintendents of public instruction, but many years passed before there was actual remedy of it. In 1881 President Reid asked in his report: "How shall the young men and the young women, especially those in the smaller towns and the country, get proper preparation for the University?" And his observation in that connection was: "The system is divided in its most vital part. The higher education is freely offered, but the means of obtaining suitable preparation for it are denied. As nearly as I can determine, out of the fifty-two counties in the State but seven offer opportunities for preparation for the University at the public schools. In other words our boasted free University is free to those who can afford to pay for preparatory education, but is practically cut off from those who are not able to incur the preliminary expense—the very persons whose education it is of special interest to the State to secure. There should be no necessary gaps in American society, nothing that tends even artificially to the creation of caste, and least of all should any such tendency be found in our educational system. Education is the one avenue through which the young man of the slenderest means may hope to have an opportunity to measure himself with the most favored in the country, and it should therefore be kept as free as possible. That it was a mistake to cut off all connection between our free schools and the University is now generally admitted. It was urged as a strong reason for this action that high schools were not 'practical', in their courses of study, that fitting for the University was unfitting for a business career. I believe that the more carefully the present requirements for admission to the University are examined, especially those for the scientific colleges, the more will they be found to contain only that which every well informed young man or woman should know upon entering upon the most ordinary pursuits of life. There should be established in every county in the State and in every considerable town in the State a school in which preparation for the University could be had. If such schools were established it would ultimately result, no doubt, that a connection would be formed between them and the University so intimate that the passing from them to the University would be like passing from one class to another in the same school."

Outlining then the connection between the public schools and the universities in the eastern states President Reid declared in conclusion: "Nothing would add so much to the attractions of the State as such a system of schools, and their establishment and support would be a wise business enterprise—if there were no higher motive."

In his report in 1882 Fred M. Campbell, superintendent of Public Instruction, observed: "A very important round in our educational ladder, is wanting—a ladder which, as some one has said, should reach from the gutter to the University. We have free primary schools, free grammar schools, and a free University, but between these last two there is no connection established. To the incoming administration, I commend as the most important question that can engage its attention, the problem of how this defect can be remedied. Its practical and satisfactory solution will give to our State the most complete and grandest system of public education of any state in the Union, and will supply one of the few things yet needful to make California the most desirable place in the world in which to live and have a family."

Attention was called by Superintendent Campbell to the fact that the objectionable section of the constitution, although it enacted that "the entire revenue derived from the state school fund and the state school tax too should be applied exclusively to the support of primary and grammar schools," it enacted also that the public school system should include "such high schools, evening schools, normal schools and technical schools" as might be "established by the Legislature, or by municipal or district authority."

In 1883 the Legislature passed a bill which remedied to some extent the defect in the educational system. It enacted that county boards of education should prescribe a course of study not in conflict with the law for primary and grammar schools which would prepare the students therein for entrance to the scientific department of the University. This course was to be divided into four grades, requiring one year for each, and was to be known as "the grammar school course." The qualified electors of the districts were to determine by vote whether such course should be taught. If duly ordered it was to take the place of and be substituted for the grammar grade receiving state aid. Only English studies could be taught therein, and the course though a step in advance fell far short of the need.

In 1887 the enrollment in the grammar school course was 1,293; in high schools it was 3,305. In 1888 the high school enrollment declined to 2,938, while the grammar school course enrollment was 2,194. In 1890 the grammar school course enrollment was 3,558; that of the high schools, 3,548.

In his report on behalf of the board of regents to the governor of the State, prepared soon after June 30, 1888, President Davis wrote of the "Want of Preparatory Schools" and stated as a very pressing need "more feeders and better feeders in the remote parts of the State." . . . "Nothing would tend so much to increase the number of students, and raise their scholarship, as the improvement of the preparatory schools now existing and the establishment of new ones. The lack of these is one reason why the large majority of students come from around the bay. It is because the schools are so much better there than anywhere else, except in Stockton and Sacramento." Observing that the question might be raised "Whether the University was not too high rather than the schools too low," it was stated: "But a glance at our course of study as compared with the curricula of other colleges of reputation will show that this is not so. In some branches of study, notably in mathematics and languages other than English, our entrance requirements are hardly up to those of the best Eastern colleges."

President Davis declared in that report: "We must maintain an educational institution of the first order on this coast. The honor of the State is involved in this. We cannot afford to let our boys and girls go by our doors to the Eastern colleges because we are unable to give them a first class education here." Other reasons were given for the maintenance of high standards: "The grade of the public schools depends directly on the grade of the University. If we should lower our standard of education, the public schools would be content with what we prescribed as essential and would conform to the new standard. Now, the general intelligence of the people rests largely on the influence of the school. When the schools are poor the people generally are ignorant. So that the welfare of the whole community is ultimately involved in the maintenance of our standard."

In his report in 1888, under date of December 10th, the Superintendent of Public Instruction (Ira G. Hoitt) wrote as follows concerning what he called "The Missing Link in Our School System": "We say to our boys and girls:—We have an excellent school system. We will give to you all a good education in our primary schools, in our grammar schools, and in our University, free. But you must provide yourself with the link which should connect the grammar school with the University. There is no provision for free preparation for the University except in our cities and some of the larger towns. I commend this subject to the consideration of the coming Legislature as a very important question to be considered in connection with the system of free public education. I would recommend such legislation as will authorize the people of any county to vote a tax for the maintenance of a county high school, which shall be open to all pupils of the county who are qualified for admission. This link supplied, and no state in the Union can offer a more complete system of free public education and a more attractive home for families with children to educate."

At the meeting of the State Teachers' Association in Sacramento the last week in December, President Davis of the University gave an address on "The Relation of the University to the Public Schools," in which he mentioned the action of some of the Eastern states in encouraging and promoting high schools in such a manner as to make them connecting links with the universities and deplored what he called "the narrow, short-sighted policy of the State of California." Both the State and the separate municipalities were condemned—the former for failure to make adequate legislative enactments; the latter in that they did not avail themselves of the privileges already existent. Stating that the only six cities having sufficient ambition to maintain a full high school course at that time were San Francisco, Oakland, Sacramento, Stockton, Alameda and Berkeley, he asked: "Where are Los Angeles, San Diego, Pasadena, Riverside, Santa Barbara, San Luis Obispo, Fresno, Santa Rosa, San Jose, Marysville, Grass Valley and other cities equally capable of giving the children a first class education? Is it meanness that refuses the money, or indifference that sets no real value on sound training, or is there some influence hostile to fine education that keeps them back? The praise of the public school always fires the American heart, and in any public assembly always 'brings down the house'. Why public intelligence should be expected to stop at a first grade grammar school I have never been able to see, but that seems to be the standard fixed for public generosity in a large part of the state."[2]

With current objections in mind—that the higher education was not practicable, that it was of no use to the large majority of pupils, that children began to drop out of the schools even in the grammar grade, and that there was a steady thinning out every year in the high school, and that only a small proportion of those who graduated ever went on to the University, he declared such argument valid only where the sole course of study was classical, and that in the University of California the student had choice of eight different lines of study, two courses in the classics, one in English letters and history, and five in science. It did not matter whether the student entered the University or had a college course anywhere else, said President Davis, for the preparation for the course in science furnished a sound equipment for the boy who meant to enter some scientific pursuit without going through college, and the training for the course in letters and political science was no more than any intelligent citizen ought to have who expected to use his brains in any walk of life. Accordingly the conclusion was: "There ought to be such an English and scientific school in every town in the State numbering over 2,500 inhabitants, and every sparsely settled county should maintain one at the county seat. Then every boy and girl in the State would have a free school ready to give him a first rate English education or to fit him for that side of the University. This much should be required now, and as the towns grow larger they could add the classical teaching if they chose."

In 1889 the Legislature passed a county high school bill which made provision for the establishment in any county of one or more high schools if ordered by the qualified voters, the course of study in which should be such as to prepare the pupils for entrance into the University. Provision was made for securing by a county tax the necessary funds for current expenses and buildings. Such was the effort made by the friends of education that opposition to the bill was so weakened that it was passed in the Senate by a unanimous vote and by a large majority in the House. Governor Waterman, for reasons unknown today, "pocketed" the bill. Probably because it made provision for schools in which the preparation for the University was to fit pupils for the classical as well as the scientific and other courses.

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[2] "Pacific Educational Journal," March 1889.

In 1891 success crowned the continued efforts of the friends of education and a bill not very dissimilar to the one which was defeated in 1889 became a law. This made possible the establishment by vote of the people of any city or incorporated town of 1,500 inhabitants or more of a high school; and by vote of any two or more adjacent districts of a union high school. The courses of study, which were to be fixed by high school boards, were to be such as would prepare the students therein for admission into the University. It was made the duty of the authorities of the cities, towns, or districts voting for such schools to levy an annual tax for their support. Provision was made in this enactment also for the establishing of county high schools—the cities, incorporated towns, or districts having high schools being exempted from taxation for the county schools. Prior to this enactment the high schools numbered 24. Within three years they had increased to 87, despite the fact that some defects in the law made increase slower than it would otherwise have been.

The Legislature of 1893 made some improvements in the law, among them a provision under which towns or districts having less than one thousand inhabitants could establish such schools; and they increased steadily in number year by year.

For the year ending in June 1896 the Superintendent of Public Instruction reported 98—employing 381 teachers, expending for current expenses $498,196, and having property worth $1,742,109. "The communities that have thus voluntarily taxed themselves in the interest of their sons and daughters," said Superintendent Black, "are casting bread upon the water that shall return not only to them but also to the State and Nation after not many days." The statement in that connection was: "The high school idea is growing in California and the time is not far distant when the State will come to the assistance of this much-needed secondary education as it has already seen the necessity of aiding the elementary schools and the University. Free states, to be lasting, must educate their future citizenship—their very existence depending upon the intelligence and patriotism of the masses."

In 1902 a big step toward the making of the public school system all that it should be was taken when a constitutional amendment was adopted by the people which read in part: "The entire revenue derived from the state school fund and from the general state school tax shall be applied exclusively to the support of primary and grammar schools, but the Legislature may authorize and cause to be levied a special school tax for the support of high schools and technical schools, or either of such schools included in the public school system, and all revenue derived from such taxation shall be applied exclusively to the support of the schools for which such special tax shall be levied."

The Accrediting System

A plan for the accrediting of secondary schools, which was begun in 1884, and continued, with modifications, down through the years, worked soon very beneficially both for the University and the schools. It brought about intimate relations between the University and those schools, raised the standards and increased the efficiency of the schools, and aided greatly in carrying over from them to the University a steadily increasing number of students. An official statement made for and incorporated in a report on "Secondary Education in America," prepared by the University of California for the Paris Exposition in 1900, contained this observation: "The purpose of a well-considered accredited system is not primarily to provide a means whereby applicants for admission to college may escape a dreaded examination. It is rather to encourage and build up strong and efficient schools of secondary grade. This result the system has undoubtedly tended to bring about. It has drawn our secondary and higher grades of instruction into closer articulation and sympathy one with the other. It has tended to release the teacher in secondary schools from the domination of merely formal examination requirements, and has turned their attention to vital matters in the domain of education." In a circular of information concerning the accrediting system, framed by the Schools Committee of the University in 1898, it was stated that the unswerving aim from the beginning had been so to shape the policy and the procedure under it that beneficial influences might affect the entire school in every instance; and that the scope of the questions raised, therefore, included the larger number of pupils whose education did not extend beyond the secondary stage as well as the smaller number who finally entered the University. On this plan members of the University faculty visited these secondary schools and acquainted themselves with the instruction which was given therein. In the circular of information issued in 1898 it was stated: "Questions are of course put to the pupils at the times when the school is visited—as an element in studying the teacher's method with his classes. But these are chiefly oral, and have for their object to ascertain the quality of the teaching, not to probe the knowledge of the pupils severally. In fact the University does not intend to pass judgment upon individual graduates. But having approved the standards of the school, on the basis of visits by examiners and consideration of the teaching, the course of study, and the attainment of the pupils, it leaves the principal to apply them, and accepts his recommendations without further question. There is here a consistent maintenance of the co-operation idea; the main concern of the University being to encourage a wide comparative view of the standards that may reasonably be reached in secondary schools, and apply its own tests, by annual inspection, to the schools as unified organizations."

Two Outstanding Legislative Enactments In Support Of The University

The statute of 1887 which provided for the University permanently a tax of one cent on every hundred dollars of taxable property in the State was one of the most important legislative enactments on its behalf in its history. It removed the University to that extent, on the financial side, from the danger of the varying ideas of differently constituted legislatures, and assured it a current expense income which it was believed would be sufficient for several years.

It was an epochal day in the history of the University when ten years later the Legislature passed a bill which advanced that tax from one cent to two cents.

It was, as hereinbefore stated, never an easy work in early years to get the necessary appropriations for the University. Always there was opposition to be overcome. Illustrative of this opposition on one ground or another is the attitude in 1877 of the "California Christian Advocate," the organ of the Methodist Episcopal Church, which declared editorially: "The Legislature has no right to levy a tax for the support of academic education." The "Advocate" expressed the judgment that the universities and the colleges were "the glory of our country," but discriminated between the common schools and the colleges and universities, stating in that connection: "The former are for all the people and vital to the existence of republican institutions—hence ought and must be sustained by taxation. The latter are not so essential, since there may be good citizenship without them. They are for the few and not for the many."

Early in 1896 it became evident that the University must have increased income or suffer curtailment and loss of influence. In May that year a special ways and means committee, consisting of Messrs. Reinstein, Rodgers and Black, reported concerning the need and after mentioning the legislative provision in 1887 continued: "At that time the number of students in the University at Berkeley was 288, while now it is 1,336. The provision then made by the Legislature was considered sufficient for the needs then of the University and it was anticipated that the taxable wealth of the State would increase in just about the proportion that the University would grow and thus meet and provide for the constantly increasing demands of the University through the enlargement of the number of its students. This expectation seemed then to be well founded and was justified by the growth for the succeeding four years; but since the year 1891 the number of students at the University, which was then 456, has increased to a degree as remarkable as it is gratifying. Within the last five years the number of students at Berkeley has trebled and is at the present writing 1,336, while in the entire University, including its affiliated colleges, the number is 2,047, and the indications are that the next freshman class will outnumber all before it. The income of the University, however, from this act so far from doubling has increased only an insignificant amount within the last five years and is actually less in 1895 than in 1894 or 1893."

In his report to the Governor in September 1896, on behalf of the regents, President Kellogg stated the situation and remarked: "There would appear to be but three choices of method for the University's future. First, to retrace the steps which seem to have pledged us to the principle of absolutely free tuition. This would bring on a strenuous contest, and might necessitate an amendment to the State constitution. It is not a method of speedy relief. Secondly, a reduction in the number of students. If we have funds for the proper instruction of only 1,000 students, let that be the maximum number admitted. A few portions of the State which have not now their full quota would not be immediately affected; but many of the most populous counties would suffer a serious reduction. This course would give us a unique reputation among the universities of the land. All other universities rejoice in a continued and healthful growth. Other state universities make provision for all who are prepared to enter. We should lose the small but desirable contingent coming from outside our State. Our graduate department would be struck with paralysis, and graduate study is now a necessity for any first-class university. Thirdly, the natural method would be to increase the amount of state aid. . . . The next Legislature will be called on to decide whether this is the method the people wish to have adopted."

At that time the annual income of the University was approximately three hundred thousand dollars. Statistics published in January, 1897, showed that Chicago University, with an enrollment of 1,881 students, had an income of $589,898; that Wisconsin with 1,600 enrollment had $400,000; Michigan, with 3,000, had $403,697; Cornell, with 1,800, had $525,703; Yale, with 2,400, had $729,681; Harvard, with 3,600, had $1,093,846; Columbia, with 1,900, had $1,283,875. California, with 2,274 students, had at the time these statistics were published an estimated income of $260,661 for the year ending June 30, 1897. Up to the time in 1887 that the legislative provision for a one cent tax on each one hundred dollars of taxable property had been made the University had received from the state by legislative enactments for all purposes a total of $676,699.79. Of this amount $380,000 was for the erection and furnishing of buildings, $62,456 for the improvement of the grounds and buildings, $37,000 for apparatus in the Mining

Department, $31,000 for the Mechanical Department, $7,500 for the Engineering Department; for the Physics Department, $6,784, for Mineralogical, $5,000; Viticulture $10,000; for Physical Laboratory $5,500; Geology and Natural History, $18,500; Library $14,800; Agriculture $95,659.79.

In 1895 the pressure for more room led to a strong appeal to the Legislature for relief, which was not secured because of the financial conditions prevailing at that time. Consequently in an article on "The Outlook at the University" in a San Francisco paper in December, 1896, President Kellogg stated: "There is no room in which a single class can be gathered in full numbers. Class meetings and bi-yearly examinations are held in a tent. The young women, nearly 600 in number, have no adequate accommodations."

The one cent tax provision of 1887 began soon to add appreciably to the University's income. The amount received for the year ending June 30, 1888, was $82,543.43.

For many years, however, the University received from the United States a much larger amount of money than from the State. In 1889 the income from land donations by the United States was $129,016.95; from the state the income was $99,198.01. In 1896 the United States grants furnished $167,001.33. The State provided $119,709.01. Private donations in 1896 totaled $45,254.85.

For the ten years ending June 30, 1898, the income from the Government donations amounted to $1,506,128.35; that from the State, $1,464,109.28. The private donations during that period amounted to $274,752.71; the receipts from incidentals, $4,323.29. A total of $3,249,313.63. The receipts from the Government grants included interest on sales of the land grant of 150,000 acres, the tide lands, the seventy-two and ten section grants, the Morrill fund and the Hatch fund. Forty-six per cent of the income came accordingly from the beneficent national provisions for education dating back to 1787; forty-four per cent from state provisions, eight and six tenths per cent from private donations, and one and four tenths from incidental charges.

Twenty years before that date the University had forty-seven attachés, to whom there was paid in salaries a total of $86,279.92, an average of $1,835.74. Then there began a continuous drop until in 1898 the average for the 189 attaches was only $1,369.40, although the whole amount thus disbursed that year was $258,817.61. During that twenty year period, from 1878 to 1898, the current expenses other than salaries had increased from $18,119.06 to $67,384.76 — having however dropped as low as $11,731.19 in 1886 and $11,961.35 in 1887. Between 1878 and 1898 the cost per student for current expenses and salaries had been reduced from $324.24 to $195.91.

The University had a good case and its appeal to the Legislature in 1897 for increased aid was successful. There was some opposition at first of course but by skillful management this was overcome and an additional ad valorem tax of one cent was added to the annual income. On the 8th day of February, 1897, an epochal day in the Legislature, according to the accounts of members and newspapers, the bill came up for final passage in the House. Forty-three successive speeches were made in favor of it and it passed without a dissenting vote. It went then to the Senate, was referred to the finance committee which placed a time limit of six years on it, but never so reported, because friends of it becoming aware of that action interceded and secured a change. On the 18th of February, without a speech being made in favor of it, so well had the matter been handled, it was adopted unanimously. The Governor, James H. Budd, a graduate in the class of 1873, eager to sign it when it was carried into his presence and being told that it was not yet ready for his signature, exclaimed, "Well, just let me rest my hand on it!" Soon then blue and gold streamers were hung in the rooms in which the bill was passed, every man, woman and child in the capitol building wore a blue and gold badge, and the corridors resounded with the college yell.

Saturday, February 27, was made a day of rejoicing at the seat of the University in Berkeley. Faculty and students, alumni and other friends of the institution assembled that day on the campus to celebrate the passage of a measure fraught with momentous consequences.

The Governor and a large number of the members of the Legislature, several of whom were alumni, came from Sacramento to participate in the celebration. A military salute of seventeen guns was given the legislators from the cannon on the campus as they were escorted from the railroad station by a committee of the faculty and students. The president of the University in words of introduction said: "This is a great day for the University of California, for the friends of the University and for the friends of higher education. It is fitting that this celebration should have its origin with the students of the University."

The president of the Associated Students voiced then the gratitude of the student body, saying to the representatives of the State: "The aid which you have extended to us has come in a moment of extremity, and has come without meanness and without stint. Today we can only say, 'we thank you!' We can say it for ourselves and for future generations of students. In time we hope we shall be able to pay the debt in other coin than mere words. We hope to become worthy and efficient citizens of the State, to render some such service to her higher interests as has been accomplished through the efforts of the distinguished alumni we have with us today." The Governor of the State, the Hon. James H. Budd, was one of the alumni mentioned. In his address that day he said: "In the history of the University it has been my lot twice to be in at the beginning. Twenty-four years ago, or nearly that, on this same campus, with a class of eleven others, making what was then called the 'Twelve Apostles,' I was graduated from this University. It was the beginning of the University of California at Berkeley. Today, twenty-four years later, under the same sky, I stand to see the beginning of a greater, a mightier, a more powerful University. Then, I was but a mere student, graduating with the rank of lieutenant in the cadets. Today I am happy to be the governor of this great State, and in that capacity able to sign my name to a bill that will make this one of the first institutions in the land."

Speaking soon after the passage of this bill of the uses which would be made of the fund to be thus acquired, members of the board of regents stated that there would be realized under it between $115,000 and $200,000 soon after July 1897 and that half of the amount coming in during the next ten years probably would be made use of for building purposes, some of it for the purchase of additional land, considerable for the spreading of scientific knowledge in agriculture and mining, along with experiments and surveys, and some for a scholarship for worthy students in each of the congressional districts.

In an article in a San Francisco daily paper nearly two years thereafter, in December 1898, President Kellogg stated that great relief had been afforded by the additional income, but took the action which made it possible simply as an earnest of what the State and the people of the State would do increasingly, remarking then: "The new era for our University is grounded on the assurance that California will continue to be a generous foster-mother. We cannot believe that as the University has grown stronger and more distinguished the citizens of the State will lose their interest in it or allow its just claims to go unheeded. California's pride is too great for that. Our reputation is good throughout the land, and not 'half bad' across the Atlantic. The alumni of the University form a noteworthy nucleus of public sentiment. Our sons and daughters will keep us all in mind of our high educational obligations. The State may justly expect the cooperation of private beneficence—and the most striking sign of the new era is that such beneficence has set strongly in our direction."

Question Of Tuition Fee

The University's great need for funds brought into careful consideration early in 1895 the question of a tuition fee.

The organic act stated: "That for the time being an admission fee and rates of tuition such as the board of regents shall deem expedient may be required of each pupil. . . . As soon as the income shall permit, admission and tuition shall be free to all residents of the State." In accordance with this provision the board of regents, in December 1869, three months after the opening of the University, abolished the fees which were at first required.

On the 9th of July, 1895, the committee on finance and internal administration reported to the board of regents its judgment that a tuition fee was necessary. Owing to the great increase in the number of students during the preceding four years, fully one hundred per cent, and the large number demanding admission, it was stated that the board found itself unable to provide the means required to maintain the several departments in an efficient and satisfactory manner. Accordingly the recommendation was that a tuition fee of twenty-five dollars per academic year be required and that seventy-five scholarships be established for the use of worthy students who might be unable to pay the fee.

The recommendation failed of adoption. A month later recommendation was made that the sum of ten dollars be charged for incidentals. This recommendation was not adopted.

Four years later the question pressed again for consideration. There had been for some time annoying deficits; the University had outgrown the financial provisions and stood in danger of being greatly crippled. The regents after due deliberation ordered temporarily by a nearly unanimous vote a fee of ten dollars each semester. Governor Gage who had not been able to attend the meeting at which this action was taken at once expressed disapproval and a determination to secure if possible its reversal. Extensive discussion ensued and articles pro and con were published by the newspapers. It appears that the heads of the departments in the University and the professors generally favored the fee. Professor W. A. Merrill of the Latin department stated in an interview: "It is a good thing that the students should contribute something to the expenses of their education; they will appreciate it more if it costs them a little money, and it is fair that citizens who enjoy the immediate advantages of a university should pay more that those who do not. It is proper that the University should derive its support in part from those immediately benefitted. An absolutely free university is unknown in history. In the early days, before it was developed, our University was free, but now that it has attained its growth it must do as all other universities have done and collect money from students. This is not a tuition fee, but a registration fee to cover expenses other than tuition. I believe the students will willingly pay. They do elsewhere. I do not believe the citizens of the State will welcome increased taxation, and private benefactors are not forthcoming."

Professor Charles Mills Gayley stated in an elaborate defense of the action: "I am of the opinion that if the University had 'money to burn' it would still be best for the University and for those who enjoy its advantages that a moderate annual fee should be charged not only for incidental expenses but for tuition as well. . . . Young people who are accustomed to receive for nothing everything which is necessary to fit them for success quickly lose all sense of discrimination between what the State owes them and what they owe themselves. We must be careful not to encourage our young men and women to feel that the world owes them a living."

Professor A. O. Leuschner declared that adherence to the action taken would remove a great injustice being done to the students in the scientific courses. "These students are now being charged certain laboratory fees, the total amount of which frequently greatly exceeds the amount allowed the departments for keeping in repair and augmenting their instrumental equipments. These students are therefore not merely being taxed for the special privilege of using the laboratories, but they are paying part of the incidental expenses of their fellow-students who pay nothing. If it is just to make the students responsible for the wear and tear on laboratory equipment, it seems to be equally just to charge a small incidental fee for the wear and tear on library, classroom furniture and a number of other things, but it is certainly unjust to make the scientific students pay for more than the comparative extra expense which their education involves to the State.

"To create a greater uniformity in the incidental fees among the various classes of students it is now proposed to reduce the laboratory fees to one-half and to charge a general registration fee of ten dollars per semester to all students. To attend the University will not cost the scientific students any more in the future than it did in the past, while the remainder of the student body is called upon to contribute its share to the general wear and tear account of the University."

Governor Gage secured a meeting of the board of regents for the reconsideration of the question, at which meeting he said: "While I am satisfied that every regent has been impelled by noble motives, and has had warmly at heart the best interests of the University, I am nevertheless strongly convinced that the new policy of assessing the students for the maintenance of the University—a policy of doubtful legality

—will be fraught with great danger to the institution and will destroy the public confidence in its government. We should not impose a tax upon our struggling young men and women while seeking educational opportunities—especially in view of the fact that the people of the State are annually taxed for the maintenance of the institution. No real or imaginary difficulties can justify such a policy, which strikes, in my judgment, at the very life of the University.

"I am apprehensive that a persistent adherence to this recent order will estrange the people of the State from the University and arouse against it a spirit which can only result in unfriendly legislation, possibly directed to the repeal of the acts levying a two per cent ad valorem tax upon the people for its support. The people have in the past willingly and liberally contributed their money to sustain the University, upon the understanding that as a part of the State's educational system, the tuition should be forever free."

Intimating then that the University may have had bad financial management, Governor Gage concluded: "Whatever may have been the cause of the present difficulties, there must be devised some method for tiding over the present apparent financial strain other than the desperate resort to the imposition of a tax on the students."

Regent Hallidie made then a financial statement which he maintained showed that the University had been economically managed. Concerning the tuition charge he stated that all of the thirty-six state universities then in existence had either a tuition fee or that which was equivalent to it; that twenty-one of the universities called the charge a tuition fee. "Even if we were rolling in money, I believe we should charge a tuition fee," said Mr. Hallidie. "I believe that while the education of our young people up to a certain point is a moral duty, beyond that point it is a privilege. Students, guardians, or parents should pay for that privilege. The University is now the most popular institution in the State. A fee will not hurt us. There is a murmur throughout the State that our lower education is at the expense of higher education. Who pays our taxes? The poor man. We should think very seriously of adding to the burden of maintaining the University after the people have given us two cents on every hundred dollars."[3]

The vote in favor of rescinding the action establishing a tuition fee was thirteen; against it, two.

This action was never reversed, but in later years incidental charges were increased considerably—standing in lieu to some extent of tuition.

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[3] "San Francisco Bulletin," June 23 and 25, 1899; also "The Examiner," June 29.

CHAPTER XXIV.

THE ADMINISTRATIONS FROM 1875 TO 1900

During the twenty-five year period, from 1875 to 1900, the University had five presidents who served it with terms of office varying from two to seven years, and the sixth, elected in 1899, entered upon the duties of his office in August that year. All in all the University had seven presidents the first thirty years of its existence, and the eighth had been chosen before the expiration of those thirty years. These many changes in administration were in marked contrast with those in the leading universities in the East, and were of course not conducive to the best interests of the University. All those years and ten more thereafter Eliot was at the head of Harvard; Buckham was passing through the first twenty-eight of his forty years in the presidency of the University of Vermont; in the Middle West, Angell was at the same time passing through the first twenty-eight of his thirty-eight with the University of Michigan; up in the Northwest during the last half of those thirty years Northrop was finishing the first fifteen of his twenty-five with the University of Minnesota. [1]

Down to the year 1900 only two administrations stand out as notable—that of Daniel Coit Gilman and that of Martin Kellogg. Able and lovable, and greatly loved, though he was, John LeConte was not adapted to administrative and executive work. Moreover he was too heavily loaded with responsibilities—being both president and teacher. Made aware of the feeling on the part of several of the regents that the affairs of the University would be more satisfactorily administered by some one else, President LeConte presented his resignation early in

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[1] The presidents down to the present time and their years of administration have been: Henry Durant, 1870-1872; Daniel Coit Gilman, 1872-1875; John LeConte, 1876-1881; W. T. Reid, 1881-1885; Edward S. Holden, 1885-1888; Horace Davis, 1888-1890; Martin Kellogg, 1893-1899; Benjamin Ide Wheeler, 1899-1919; David Prescott Barrows, 1919-1924; William Wallace Campbell, 1924-1930. President Campbell presented his resignation in May 1929, asking to have it take effect the 1st of July, 1930.

1881. He was continued as professor of Physics and at the time of his death in 1891, and always, ranked as one of the most highly serviceable men having to do with the development of the University.

A poem by Ina Coolbrith, in the "California Educational Review" for May, 1891, expresses what Dr. LeConte was and how great the place he had in the affections of the people.

"Here with the quiet of these hills,
In that large solitude that fills
The world with thought, he dwelt and died,
This man of mind and nature wide;
And through these leafy pathways dim,
Strong Science walked and talked with him.
Student and teacher, lord and guest
Was he, in earnest endless quest;
No laggard's life! His to fulfill
Its meaning, guided by God's will,
Blest ever that beside him stood,
Linked in a triple brotherhood
Of blood and name and purpose, one
Who shared the life with him begun. . . .
Accomplished, ended, ended quite,
This life? We know that with the night
Comes rest, . . . but dawn comes and the sun!
Dear God, his day is just begun.
Here while he came, and went, and came,
Within that weak and fragile frame
Few saw the strong, clear soul of flame.
Those gentle accents, known so well,
Few guessed how far their echoes fell.
Only the kindred lights afar
Knew the full splendor of his star."

President LeConte's resignation was presented to the board of regents on the 7th of June, 1881, and was accepted to take effect on the 1st of August. There were several hectic weeks in University circles before his successor was elected. His resignation had been brought about through an over-hauling which had been made on the recommendation of the advisory committee of the board of regents which had resulted in the removal of Professor Welcker who had been at the head of the department of mathematics since the organization of the University. Others had been made to go out in similar manner.

The upheaval in the University in the early months of the year 1881 opened up the way for widespread comment and criticism. It not only made very difficult the choice of President LeConte's successor but made it certain also that the successor would find himself soon in a peculiarly trying position. In the judgment of several of the regents, many of the faculty, and scores of the friends of higher education, and a large body of the people in general, the University had as a member of the faculty the man best suited for president. After he had been nominated leading newspapers spoke most approvingly and expressed the hope that he would be elected. Among these expressions was the following editorial in the "Oakland Tribune" for June 23: "It was a nomination every way fit to be made. Professor Kellogg is a graduate of Yale College—having graduated with the highest honors of that institution. He is one of the best scholars on the Pacific Coast. If scholarship goes for anything surely this man's eminent attainments should go in his favor. He has devoted the best years of his life to instruction. He is a pioneer in college instruction in this State. There is not a man in California today who has made a better record as an accurate, successful and faithful teacher. He is a fair man and a square man, and wherever he has been placed he has been equal to all the exigencies of his position. During all the years wherein he has been connected with the University, and long before, he has been a growing man. He is a strong man on his feet—as a speaker expressing his views with great force and clearness; and he is a strong man in the professor's chair. But that is not all. Professor Kellogg is a man of good executive ability. Probably, for that very reason he was made dean of the University. In that office he has been most efficient—looking after a multitude of details, and looking after them well. He has been wise in that office—always doing the thing that ought to be done in season, and making no fuss about it. His executive ability is excellent. It is because he has done so much quiet work, and is so unobtrusive withal, that so little attention has been called to his executive abilities. He never blows his own horn; never meddles with business in which he has no legitimate concern. He is a fair-minded man. It is because he is a just man and wise in both secular and scholarly matters that he is well liked. He is a popular man without seeking popularity, but rather because he has justly earned it."

Asking then whether civil service was estimated by the regents as worth anything, the editorial continued: "If so he is a man who has earned promotion, but who is too modest to seek it in the way suggested. Indeed, were the office of president to be had for crossing a street to speak to a regent it is not at all likely that he would stir an inch in that direction. Now since Professor Kellogg has been nominated by no procurement of his own, and since his nomination is in every way the fittest one that has been made, why should not the regents honor civil service and honor themselves by his election? Once elected the universal judgment would be, 'He is the right man in the right place.' "

The editorial then concluded: "He is a safe man to be placed at the head of the University in these times. Antagonisms would cease. All the interests of the institution would be invested with new vitality which a wise and energetic administration could secure. It is no time now for experiments. It is a time for practical wisdom and that kind of common sense in the management of a great trust which clear-headed men bring to the successful management of their individual affairs."

However, a controlling element on the board of regents had different views; Professor Kellogg was not elected; another man was chosen, and he entered in August, 1881, on a work which brought him some hard experiences, and which he laid down early in 1885.

The nominees at that time were, in addition to Professor Kellogg, Professor W. T. Reid, the principal of the Boys' High School, San Francisco; James McMillan Shafter, a San Francisco attorney, able and brilliant, a regent then by virtue of the presidency of the State Agricultural Society; Bishop E. O. Haven of the Methodist Episcopal Church, who had had a successful administration at the University of Michigan, following the notable Chancellor Tappan; General George B. Stoneman, a West Point graduate, stationed in California from 1847 to 1855, of distinguished service during the civil war; and, who, returning to California in 1871, had been made one of the three railroad commissioners under the provision of the constitutional convention of 1879; Judge W. C. Belcher, a popular San Francisco citizen; and Professor William Welcker whose chair at the University had recently been declared vacant. The names of Stoneman and Belcher and Welcker were withdrawn soon. Among the persons recommending Professor Reid were President Eliot and Professor Peabody of Harvard. Eliot wrote: "I have the highest opinion of Mr. Reid as a teacher, an administrator, and a man of sense and character. Ever since he graduated here in 1868 I have known something of his work. He has succeeded in every place which he has occupied, and has deserved success. He has good temper, good judgment, right purposes and an honorable ambition, and seems to me to give promise of constantly increasing usefulness."

Professor Peabody wrote: "Perhaps no man is so well suited as I am to express an opinion concerning Mr. Reid with entire confidence. I knew him first when a poor friendless youth from the far West he made his appearance at Exeter. He was helped from the very outset because he needed help. There has not been a moment since when he has not made his own way by his own enterprise, industry and merit. I have recommended him to every situation he has filled, and in each my recommendation has been much more than verified. He has filled with entire success and honor each ascending grade of educational office and in each has shown himself fitted for a higher. Should he be regarded as a candidate for the presidency of your University I should regard him as eminently worthy of the trust and honor. His administrative capacity is of the very highest order. He is a good judge of character. He has ready and warm sympathies with young men, and especially with those left as he was to make their own cause. He has sterling integrity, the ready instinct of the right, the rigid truthfulness, the high sense of honor without which the other qualities that I have named, however genuine, would be inadequate."[2]

Many objections to Professor Reid for the presidency of the University were made in the newspapers and direct to the board of regents.

Opposition in the board of regents to the selection of Professor Reid finally was concentrated for Shafter who expressed willingness to accept the position for a while in order that some Eastern man of preeminent fitness for the place might be found and secured. On the final ballot Reid received 11 votes; Shafter 7. From the very beginning of his administration, President Reid was handicapped. The objections which had been made to him, whether justified or not, operated against him. Matters of discipline soon set some of the students against him. There was disharmony among the professors, created to considerable extent by the events leading up to and operating in the recent vacating of certain chairs. Some of the regents were hostile and showed their hostility by staying away from the services of inauguration.

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[2] "The Argonaut," June 18, 1881.

Control of the University by a ring composed of members of the board of regents was charged at that time both by newspapers and by members of the board. The doom of the advisory committee was fixed by the events of the year 1881. in 1883 Professor Welcker, whose removal from the department of mathematics had been brought about by this committee, became superintendent of public instruction and thus a member of the board of regents. Soon, then, he introduced a resolution for the abolishing of the advisory committee, which committee, it was charged, had been taking in hand the management of the affairs of the University to the exclusion practically of the board as a body constituted for that purpose. The resolution though strenuously opposed was adopted.

President Reid presented his resignation on the 31st of January, 1885. General Stoneman, one of the nominees for the position in 1881, was governor in 1885, to whom as president of the board of regents the resignation was addressed. The resignation read: "Having for some time contemplated retiring from the presidency of the University, it has seemed to me due to its interests that my intention should be made known to the board of regents long enough in advance to make it possible to provide against needless interruption in its administration. I therefore at this time submit my resignation to take effect at the close of the present academic year, August 1, 1885. I beg to assure you of my continued interest in the University and in every effort that may be made for the promotion of sound learning in our State."

In October, 1885, the regents elected as president of the University Professor Edward S. Holden of the University of Wisconsin, who had been since 1881 professor of Astronomy in that institution and director of the Washburn Observatory. He was recommended not only as a man of considerable attainment in his technical specialty but of large general culture. Faculty and students gave him hearty welcome, hoping and believing that a new era was dawning for the University by reason of his coming.

President Holden resigned late in 1887 and on the 10th of January, 1888, in accordance with a previous understanding, the great telescope for the Lick Observatory on Mt. Hamilton being near to its completion, was placed at the head of the observatory as director and professor of astronomy.

In February, 1888, the Hon. Horace Davis, a resident of California since 1853, was elected president of the University by unanimous vote of the board of regents. A graduate of Harvard in 1849 Mr. Davis began soon after his graduation the study of law, from which he turned aside because of some weakness of the eyes which physicians informed him could not be overcome if he continued in the study and practice of that profession. He became prominent at an early day in the business enterprises and affairs of San Francisco and its vicinity; acquired political influence soon and was a representative in Congress from 1877 to 1881. The selection met with widespread approval, for Mr. Davis, although devoted to business, had not lost interest in and connection with the cultural things of life. At the time of the inauguration of Mr. Davis, March 23, 1888, Professor Kellogg in a brief address of welcome on behalf of the faculties reviewed the history of the University from its beginning in the College of California and said in that connection: "The promise of the University for years to come can be inferred from the successes already attained. . . . In this noble State there is to be a noble university. Its foundations are laid, its development is reasonably sure. Here is to be a home of learning and science. On this site of unsurpassed beauty are to stand the shrines of that culture which has betokened the noblest and the best in the world's great past, that culture which in the great future shall be the noblest and the best—at once symbol and creator."

Addressing President Davis then, Professor Kellogg's words were: "You, sir, will not be loath to know that we cheer ourselves with such thought of the aims, the successes, the fair promise of the University of California. We love the work to which it has been consecrated. To that work we gladly welcome you as our co-worker, as our efficient and honored leader. We all know that it is no light task to build a great institution of learning. We welcome you to no throne of idleness, but to a post of service and toil. We welcome the son of a statesman who won the rare title of 'Honest' John Davis; the graduate of Harvard, the mother of us all; the energetic and upright man of business, through times that tested integrity of character; the more than politician, chosen once and again to a seat in our national legislature; the man of culture who amidst the pressure of business cares has found time to drink from the wells of learning undefiled. With loyal hearts and cordial good wishes we welcome you to this advanced post of honor, this post of richest service to the State you have known so long and loved so well."

In accepting the trust which had been committed to him President Davis stated that he would give to it all his time and powers in the hope that with the promised hearty co-operation of regents and faculties there would be maintained thus a center from which benign influences would flow out to every part of the State.

On the 4th of April, 1890, President Davis tendered his resignation, stating in the letter to the regents: "When I accepted the position I agreed to make my residence in Berkeley. Circumstances beyond my control have made it impossible for me to carry out my promise, and I tender my resignation to take effect at as early a date as will be convenient to you." The letter stated that the work had been congenial to him and that entrusting his business affairs entirely to the management of others he had given to the University all his time and thought. His residence away from Berkeley, however, had not been generally satisfactory. Resolutions adopted a short time before he presented his resignation requiring that all persons connected with the University should reside there no doubt brought the resignation. There are some reasons for the belief that President Davis would have worked to the over-coming of the circumstances which had kept him away from Berkeley if it had not been for the fact that his experiences in office had led to the conclusion that too little authority was given to the president—that the affairs of the University were too exclusively administered by the regents, a condition which was not remedied until Benjamin Ide Wheeler was called to the presidency and who stated plainly that his acceptance of the call would depend upon definite alterations in that respect.

The progress of the University during the brief administrations of Presidents Reid, Holden, and Davis is set forth in other pages of this book. At this point attention is called to the fact that all stood for a liberal education, for broad cultural foundations, for a well-balanced system which would develop the whole man and thus make him better able to be successful in whatever specialty he might later elect to engage.

President Reid had respect for the proper balance when he remarked in his inaugural address in 1881: "I think that the admirable words of Mr. Huxley may be quoted as fairly representing the views of all liberally educated and liberal minded men, of whatever special bias—'An exclusive scientific training will bring about a mental twist as surely as an exclusive literary training. The value of a cargo does not compensate for a ship's being out of trim.'

"In this spirit we would have literary studies and scientific studies go hand in hand," said President Reid; "we would send students from us fitted to enter upon their special work whether in science or in literature, with minds made symmetrical by study, and broadened into generous sympathy with all mental efforts, by a liberal acquaintance with the work done by the leading minds in all departments of knowledge. We wish in this University, not curtailment in any one department over any other, but an onward movement along the entire line."

Professor Holden, whose specialty was astronomy, said in his inaugural address: "It must be our aim and end to fix clearly in the mind of every pupil that the whole object of his college course should be one and the same with the whole object of his entire life—namely, to be a real human being. Not to strive for partial knowledge, for partial facts as an end, . . . but to strive for complete and utter manhood, and to add to its magnificent qualities all the learning which our schools afford, simply as a help towards carrying out his inmost and his highest aspirations."

The ideal stood in 1888 when President Horace Davis in his inaugural address spoke of new undertakings, new courses of study, as "no abandonment of the old ground," but rather "the conquest of fresh territory"—"the annexing of a new field."

After the resignation of President Davis in 1890 the Academic Senate, chose Professor Kellogg as their president pro tempore. Soon thereafter the board of regents recognized this appointment and Professor Kellogg was designated to act as president, pending a future selection. Professor William Carey Jones, dean of the School of Jurisprudence, remarked in his History of the University: "This was the second time that the faculties had signified their choice by the selection of Professor Kellogg as their chairman ad interim, and it was an indication that he was their choice for permanent president of the University."

Search for a new president was commenced then and was continued for two years and more. In 1890 one of the regents wrote to President Eliot of Harvard for suggestions, whose reply in part was: "It seems to me that you run considerable risk if you take a president who has not lived in California. The tenures of the presidents of your university have been very short, and for the sake of the university it seems to me very desirable that you should now get a man who will hold the office for a respectable number of years." And President Eliot enquired, "Is there not some one among the professors of the University who might be promoted to the presidency?" The aid of the man who had been the second president, then at the height of his fame in Johns Hopkins University, was sought, and Dr. Gilman replied: "I doubt whether there is anyone who can fill the post of president of the University of California so well as Professor Kellogg. He knows the situation thoroughly; he has learning, tact, fidelity; and the ability to make a good speech. He has excellent business habits, and he resides in Berkeley. I feel confident that his selection for the important post would never be regretted."

Scores of persons were suggested for the position, many of whom were seriously considered. The regents reached out tentatively, but unsuccessfully, after Gilman of Johns Hopkins and Angell of Michigan. Among the persons under most careful and serious consideration at one time was Major Powell of the United States Geological Survey. Thought and interest centered early around two members of the faculty—Professor Bernard Moses of the department of Political Economy and Professor Martin Kellogg of the department of Ancient Languages and the acting president. A committee constituted by the board of regents recommended Professor Moses and it was thought for a while that his election was certain. However, a very large majority of the members of the faculty, under the lead of George Holmes Howison, professor of Philosophy, expressing a decided preference for Professor Kellogg, the tide was turned in his direction and he was elected on the 24th of January, 1893.

Professor Kellogg was inaugurated as president March 23, 1893. On that date, forty-three years from the time of his graduation at Yale, thirty-three years from the time he entered on his work in the College of California, and twenty-five years from the time he had passed on to the University of California, his alma mater conferred on him the degree of LL. D.

It was considerable of a climb from the missionary field at Shasta City in 1855—one of the old mining towns no longer existent; but the summit of the notable, faithful service had not yet been reached.

In his inaugural address President Kellogg spoke of the University as a great educational trust, in the fulfillment of the purposes of which he called for the aid of the State, of all the people; they, it was said, should regard themselves as trustees of that important trust. California, he remarked, has a unique position; it holds the key of the world's new and greatest arena. "It has a unique history . . . Shall not California have also a unique future, in which such an institution as this is to play a noble part?" And then he said in brief, outlining his idea of education and of what the University should be: "Our stalwart sons shall become athletes if they will, and we will applaud them. Our fair daughters shall be encouraged to excel in womanly strength and grace; but in the old dictum, 'a sound mind in a sound body,' which is of prime concern—the container or the contained, the subject body, or the regnant soul?" And he asked his hearers that inauguration day: "Shall it not be laid down as an axiom, that we cannot be satisfied with less than the best—in science, in literature, in art, in every ennobling discipline of the mind?" And then in that connection he remarked: "Great minds were trained for greatness before the second half of the nineteenth century. The subjects taught in former generations are not all effete; we cannot afford to despise the knowledge and literature of former ages. . . . What our university must do, therefore, is to gather up the treasures of the past and add to them the fast accumulating treasures of the present. It must sacredly guard the spirit and refinement and subtlety of the old-time scholars and accept heartily the best ideas of modern scholarship. It must emphasize the wide and rapidly growing subjects of scientific investigation. It must be at once conservative and progressive, jealous of any loss, eager for every true acquisition."

President Kellogg presented his resignation on the 13th of September, 1898. Characteristically it was brief and sufficient. It read: "In pursuance of an intention already known to many members of the board, I hereby present my resignation of the office of president of the University, to take effect March 23, 1899—six years from my induction into this office."

Born in Connecticut on the 13th of March, 1828, President Kellogg was in his seventy-first year. He believed the time had come when the interests of the University would be best subserved by a younger man. Accordingly the resignation. The communication was referred to a special committee of the board of regents, consisting of Messrs. Rodgers, Wallace and Black, which committee stated in its report on the 9th of November: "President Kellogg retires with the satisfaction that during his administration of the office the growth of the University has been the greatest in its history."

Mentioning President Kellogg's relation, as teacher, to the College of California and the University, it was stated: "In his classical work as a teacher he has commanded the admiration of four decades of students, and by his published works has reflected great credit upon the University. Aside from his influence as a teacher and author, there has been no greater force toward higher ideals of character and scholarship in all the history of this State than President Kellogg, and he still retains full mental vigor and that moral force which commands the noble respect of his associates. In view of these facts we feel it will be fortunate if President Kellogg will remain in the University, and to that end we recommend that he be elected Emeritus Professor of Latin, to take effect March 23, 1899."

The recommendations were adopted. Later, President Kellogg was invited by the regents to remain in office until the end of the academic year in May 1899.

Some conception of President Kellogg's administration is to be had from an expression of the Academic Council at the time of his retirement. It was framed by a committee consisting of Professors Joseph LeConte, Thomas R. Bacon, Bernard Moses, Charles Mills Gayley and Andrew Lawson; and was read by Professor Le Conte at the farewell reception which President Kellogg gave to the senior class:

"We have been appointed by the Academic Council to express to you the sentiment of that body in view of your retirement from the presidency of the University.

"You, sir, are one of the very few of us still remaining who have been associated with the University and assisted in its councils from the very beginning. In addition to this, for nine years as its president you have determined its policy and guided its course. You became its president at a critical period in its history—just at a time when it had begun to feel the quickening of a new and higher life, a true university life which needed to be carefully fostered and wisely guided. It was necessary that the University should become more active in its relations to the State. It was necessary that it should be brought closer to the schools, and through the schools to the hearts of the people. It was necessary to unify and at the same time elevate the whole educational system of the State and thus prepare for nobler citizenship. It was necessary also that the University be brought into closer contact with all the important industries of the State and through these with the vital interests of the people. It became its duty to prepare men and women for successful activity in all the higher and more intellectual pursuits of life; and, more than this, to elevate all pursuits to the lofty plane of liberal culture and honorable conduct. There was need, in a word, that the

University should become the flower and fruit of the State life and react to dignity and ennoble that life.

"This is the ideal of a State University. This is the ideal that you set yourself steadily to realize. It is a grand ideal, an ideal not possible to be completely realized in a decade or even in a century. But in the approach to this ideal your success has exceeded the confident expectations of your most ardent friends. It is seen in the extraordinary growth of the University in numbers, in resources, and in equipment for effective teaching. It is seen still more significantly in the rapid development, both in teachers and students alike, of a true university spirit—the spirit of real scholarship and original research. The University has become now an institution in which the professor is no longer a teacher merely, but also a maker of science and philosophy; and the relation is no longer one of teacher and learner, but also of co-workers in the field of thought.

"It is impossible not to recognize that your even balance of many qualities, intellectual and moral, has contributed to this phenomenal growth in all directions. Among these qualities especially affecting our relations to you and endearing you to us, but also necessary to the cooperative activity of the University as a whole, we cannot fail to recognize a clearness of insight and a trueness of judgment untainted by vanity or self-seeking, a modesty which is not ashamed to seek counsel, and knows well how to use it, whether in confirming or modifying personal decisions. It is due to these qualities chiefly that the faculties, the Academic Council, the students, the whole University have become united into a living, growing, healthy organism, all parts acting together harmoniously for the good of the whole, that the University has in large measure realized the ideal of a Republic—a Republic of Letters—with our wisest as its president." [3]

President David Starr Jordan of Stanford remarked some years ago:

"If I could do it I would fill every place in my faculty with

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[3] The Beautifully bound book in which these resolutions were engrossed was presented to the University in 1927 by Captain Martin Kellogg Metcalf of the United States Navy, a nephew of President Kellogg, and is preserved in the Archives.

President Kellogg, multiplied over as many times as I have places."

Miss Millicent W. Shinn, who thus quoted Dr. Jordan in her article entitled, "President Kellogg's Administration" in "The University of California Magazine" for May, 1899, wrote at that time: "I was a little surprised, knowing the marked variance in some ways between the educational ideals of our president and of Stanford's, and said: 'President Kellogg is not exactly a specialist in the sense that you advocate down there.'

" 'That is nothing,' said President Jordan. 'You can make a specialist at any time you want one, out of any young person of ability; he is a mere product of training. But the spirit and character of a man like President Kellogg have to be born in him, and are the rarest and most valuable possessions a university can have. Any university can find all the specialists it needs; but it may be thankful if by raking the country over it can get even a few men of that inborn spirit; and when it has them all these things shall be added unto it'."

With the resignation of President Kellogg made and accepted thought turned at once to two members of the faculty as suitable for the succession—Professors Willam Carey Jones and Bernard Moses. Considerable was said in favor of each; but the majority of the board of regents desiring an Eastern educator search was made accordingly and it was not until the 16th of June, 1899, that choice was made. At a meeting of the board of regents on that date Professor Benjamin Ide Wheeler of Cornell University received eleven of the sixteen votes which were cast. A motion to make the election unanimous was carried by the votes of fifteen of the sixteen regents in attendance. Having been notified of his election Professor Wheeler in a letter to the board of regents, dated June 24, 1899, asked the adoption of certain principles which he held to be "absolutely essential to the existence of anything like a proper university spirit, indeed, of a university." These principles were: "(1) That the president should be in fact, as in theory, the sole organ of communication between faculty and regents. (2) That the president should have sole initiative in appointments and removal of professors and other teachers and in matters of salary. (3) That the board, however divided in opinion during discussion, should in all things the president is called upon to do regarding the faculty, support him as a unit. (4) That the president should be charged with the direction, subject to the board, of all officers and employees of the University."

Professor Wheeler stated that he regarded the adoption of these principles as a first consideration of his acceptance. On the 18th of July they were declared the policy of the board, and his acceptance followed soon thereafter. He entered on the work the first week in October and was formally inaugurated on the 25th of that month.

After setting forth briefly but comprehensively, in his inaugural address, the needs of the University, especially in its relation to the rapidly developing State, President Wheeler said on that auspicious occasion: "But with all equipments and endowments and schedules, the University that we shall build here shall be and must be a thing of life. It will be, first of all, a continuation of the life of the University that stands here now. Not one drop of the life-blood of those who here, in wise forethought and loving toil, built their lives into the structure, can go to loss. The faith and devotion of those far-seeing men who laid the foundations of the College of California and the foundations of the University, the genial wisdom and nobility of him under whose leadership the pilgrim scholars came from Oakland to Berkeley, the unselfish service of those who since then have taught and led, preeminently the quiet sound prudence of him whose administration during the last nine years has leveled and prepared the ground for new building—all these as life elements are part and portion of the institution, and will unfold their branches and yield their fruit through all the ages.

"The University shall be a thing of life, too, in that it shall be a life-bond between those who together teach and study here. Between teacher and taught there is and can be in a true university no fixed boundary line. We all are students; all are learners; all are teachers. All teaching which does not deal in fresh new visions of truth—truth seen and felt each time it comes to expression as a new and vital thing, animating the whole personality of him who sees and summons the vision to the thought of others, is a dead and hopeless exercise. Education is transmission of life."

At the time of the inauguration President David Starr Jordan of Stanford remarked in an address which was given by him on that occasion. "I have known you for many years, Dr. Wheeler—always adequate to the work the gods set you to do. I know that you can meet and will meet all that the State expects of you. Because this is so, I regard this day as one of the greatest, one full of the fullest hope, of all the days in the calendar of California."

Born and nurtured in the home of a New England minister, educated at Thornton Academy in Maine, Colby Academy in New Hampshire, and Brown University in Rhode Island, more broadly and more deeply cultured by nearly four years' attendance at the great universities of Leipzig, Jena, Berlin and Heidelberg, Professor Wheeler had occupied with exceptional acceptability the chair of Greek Language and Literature at Cornell for thirteen years when the call came to him to enter in California that which was to prove to be the crowning work of his life.

The University was at that time at a tide in its affairs which made possible under able management, the most successful decade in its existence. President Wheeler proved to be all that he had been recommended as being—and more; and his administration of twenty years marks a period in the life of the University which placed it in the forefront of the universities of the country. He came with an innate reverence for the past, fostered by the years spent in the noble institutions of higher learning in Germany and by study and teaching at ancient Athens; he had withal the forward look; and, envisaging the glowing future, he set himself devotedly at the task of helping to build that future here in California out of both the present and the past.

CHAPTER XXV.

BENEFACTIONS OF THE EARLIER YEARS

A few days after the University opened its doors in Oakland, in September, 1869, two of the leading daily papers in California offered some suggestions which no doubt the regents and faculty hoped would bring results. The San Francisco "Bulletin" remarked: "Now that the University of California is practically in operation, receiving the qualified youth of the State, there is a noble opportunity for the wealthy friends of education to show their appreciation of its value, and to increase its usefulness. The forming of scholarships and endowment of professorships, contributions to the library and museum funds, gifts of books and philosophical and chemical apparatus, are all very practical methods of helping the institution and of establishing an honorable memorial. Our community is not old enough and rich enough to afford Peabodys and Cornells and Smithsons, but it has at least two score of citizens who can afford to make small endowments as well as they can to keep fast horses and maintain two or three country seats. Some time ago there was a movement to induce one hundred wealthy gentlemen to subscribe $5000 each for a library fund or something of that kind. Has that scheme fallen through?"

The "Alta California," about the same time, observed: "The investment of a capital of $3,000 would provide sufficient to found a permanent scholarship. Who will be the first to win honor for himself by taking the initiative in the most laudable and useful of philanthropic acts. A governor or other public official might woo the popularity necessary for a reelection by much more unworthy means than that of enrolling his name as the founder of the first scholarship in California's University."

Many years passed before the people of California gave largely of their private means for the upbuilding of the University; but gifts of considerable worth and significance began to be made at early dates. Several of these were for the library.

The University inherited from the College of California 1036 volumes, many of which were of a religious nature, the gifts of friends of the institution in New England and the College professors and trustees. In 1870 there was a small addition by purchase of a valuable collection of voyages and Californiana; and in 1871 came the first noteworthy gift, through a donation of $500, of a modern encyclopaedia and numerous volumes of history and general literature. Speaking concerning the early days of the library in an address which he gave at the dedication of the Doe Library Building in 1912 Mr. J. C. Rowell, the librarian, stated: "The fortunes of the library inseparably followed those of the University. Up under the eaves of the Brayton Hall (Oakland) were arranged some few hundreds of books on history, literature and philosophy, together with well thumbed classics, and dust lay deep on theological and scientific treatises of honorably ancient dates. How the aspect of the place brightened when in 1871 a large gift of modern books arrived, brilliant in gilded calf, fresh from the publishers! Then students abandoned the chess table and climbed upward to consult the eighth edition of the Britannica, to open dainty volumes of the poets, to lay the foundations of an essay on Emerson, or to spend an indolent, happy hour over Bulwer or Thackeray."

In 1902, Dr. Josiah Royce of Harvard, who had enrolled at the University in Oakland on the 23rd of September, 1871, at the age of 15, spoke on the campus in Berkeley on "The Old and the New." The address was one of reminiscence, one contrasting past with present. In the course of that address Dr. Royce said: "I remember well the little library hidden away in the top story of the old Brayton Hall in Oakland—ill-accessible, almost wholly uncatalogued, hastily ordered. And yet, what wonders that little library contained! One of my teachers early told me that if I chose I could make that library more useful for my progress as a student than my classroom work ever could become. I was impressed by the advice. I tried to follow it. As a result, I spent in the ill-lighted alcoves of that garret in Brayton Hall some of the most inspiring hours of my life. There are books still on the shelves of our University library here which I can look upon as among the dearest friends of my youth. Under the influence of my teacher's counsel, I sought for these books, found them, and I found in them what I shall never forget while I have any power to study left in me." [1]

It is worthy of note that the library contained 4,651 volumes before there was a novel on its shelves and the first there was "Fabiola."

The advent of President Gilman in 1872 added soon several thousand volumes to the library, he himself donating six hundred and many of his New England friends making at his solicitation contributions also. Gilman always placed high estimate on libraries. Among his words at different times concerning libraries are these: "The heart of a University is its library. If that is vigorous every part of the body is benefitted". . . . "The libraries and laboratories are to be joint sovereigns—libraries which treasure the archives of the human race; laboratories which open the arcana of nature.". . . "Let the libraries be our armories, where we may be equipped". . . . "Go to your books, young men, and study history and geography."

The year 1873 marks the receipt of a $2000 check from Michael Reese, a San Francisco banker, for the purchase of the valuable library of Professor Francis Lieber, of Columbia College, on economics and politics. With the hope that some friends of the University might make such purchase and donation President Gilman had caused some mention to be made in a San Francisco paper of the announced sale of the library in New York. As a result Mr. Reese on the 28th of March, 1873 wrote him: "I understand that the library of my distinguished countryman, Dr. Lieber, is for sale in New York for $2000. I enclose draft for the amount. You will, please, present the library to the University of the State of California. I wish the University and yourself the greatest success." This was the beginning of Michael Reese's interest in the University which resulted a few years later in a bequest. There was received also in 1873 by bequest the choice private collection of F. L. A. Pioche of San Francisco, consisting of 1500 volumes, in which were books on art of high value. That year also President Gilman led the legislature to make an appropriation of $4,800 for the purchase of books. Thus, by gift and by purchase the University had by the year 1874 a library of approximately twelve thousand volumes.

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[1] "University Chronicle," July 1902.

The First Large Benefaction

The first large benefaction, one for the founding of a professorship, came from the Honorable Edward Tompkins of Oakland, one of the friends of the College of California and of education from the time of his arrival in the State in November 1860. A graduate from Union College in 1834, he was the first president of the Associated Alumni, an organization whose influence for higher education in California is set forth in Part II. In his brief address at the first meeting in 1864 he said: "It is impossible to over-estimate the influence of this meeting. We stand now where they stood who at the first commencement of Yale or Harvard looked down the line of the ages that have led to us. Who then dreamed of the mighty influence that was thus put in motion? Who, today, dares to estimate the results that are to flow from this beginning? . . . The farmer has left his fields, the miner his mines, the physician his patients, the lawyer his clients, the minister of God has turned his love in a new channel, the judiciary by its honored representatives, the State by its executive officers, are here now to renew their allegiance to the great cause of education and to swear each with the other that they will henceforth labor more earnestly than ever for its diffusion throughout the world."

As one of the first regents of the University Mr. Tompkins showed great devotion to its interests, already evidenced to some extent on the pages of this book. In September 1872 he sent a communication to the board of regents in which he stated: "The business between California and Asia is already very great. Its future is beyond any estimate that the most sanguine would now dare to make. The child is now born that will see the commerce of the Pacific greater than that of the Atlantic. It is carried on with people of whose languages we are wholly ignorant and in all the vast transactions that it involves, we are dependent upon native interpreters whose integrity will not become more reliable as the magnitude of their temptations shall increase. It is, therefore, of the utmost consequence for California that the means shall be provided to instruct our young men, preparing for lives of business activity, in the languages and literature of Eastern Asia. It is the duty of the University to supply this want. It can be done only by a well organized Department of Oriental Languages and Literature, and every day that is delayed is an injury to the State.

"Fully believing that it is to become not only an important but a leading department of the new education that our peculiar circumstances demand, I have hoped that it might be my privilege to endow the first professorship devoted to it. The wish has not brought with it the necessary means, and the money for the purpose is not within my control. But I have property that I can spare without wrong to any claim upon me, and rather than longer postpone an object that I deem so important, I venture to make to you the following proposition."

The proposal was in brief to deed to the University forty-seven acres of land at the junction of Broadway and College Avenue, Oakland, free of incumbrance—the same to be held until the whole or a part thereof could be sold so as to realize therefrom the sum of fifty thousand dollars. With such proceeds there should be established what should be called the "Agassiz Professorship of Oriental Languages" — "as a recognition of the debt of humanity to the great and good man now honoring our State with his presence," wrote Mr. Tompkins in his communication. Inasmuch as it was his thought that the department thus organized would not at first be fully employed it was his expressed desire that it would be utilized for the education of such young men as might come to this country from Asia for that purpose. As a lover of California he stated: "I feel deeply the humiliation of seeing them pass by us in almost daily procession to the other side of the continent in search of that intellectual hospitality which we are not yet enlightened enough to extend to them."

In a resolution accepting the gift the regents made this record concerning this first large gift to the University and the man who made it: "Mr. Tompkins, from the establishment of the University has been a most zealous worker in its behalf on all occasions. As a member of the board of regents, as the ablest man in our State Senate and as a donor to our institution he has shown himself a firm friend to the cause of education. On first reading the name given the professorship, namely: Agassiz, it seemed a little strange that a chair of language should be named for such an eminent naturalist and geologist, but when we consider the fact that the eminent professor was a guest of the scientists of this coast at the time of the foundation of the professorship we do not wonder. The visit of Professor Agassiz to this coast is recorded till the University shall cease. May this time not come till man needs no education!"

The modesty of Mr. Tompkins, who might have had his own name attached to the professorship, the resolution declared to be equaled only by his munificent gift, and in addition to his other activities for the good of the University mention was made of "his incessant labor at the Capital in procuring for the University an adequate building and incidental funds."

In his inaugural address on the 7th of November President Gilman said: "Already the University enjoys the fostering care of the State, expressed in the liberal legislation which characterizes free and intelligent peoples. It has attracted private munificence also. A distinguished citizen and member of our board of regents, Edward Tompkins, has established a Professorship of Oriental Language and Literature, and has attached to it the name of the great naturalist, Agassiz—thus weaving the double thread of science and letters, fact and imagination, nature and human nature, into the fabric of our common learning. I know not which the most to admire, the liberality of his endowment, the moral delicacy with which it was made, or the wise and timely foresight which established here in this new and ever-widening expanse of civilization, a medium for the study and interpretation of those languages which were first lisped at the cradle of humanity and are still spoken by more than one third of the human race. . . .
"Mr. Tompkins, we greet you with the cheer and gratitude and hope of the occasion!"

A few days later death came unexpectedly to Mr. Tompkins. The Academic Council expressed itself as "profoundly sensible of the loss of a personal friend, of one of the earliest and most earnest champions and benefactors of this institution, and of one who brought to the support of the cause of liberal education an untiring devotion, rare ability as a statesman and commanding eloquence as an orator."

The land which Mr. Tompkins donated was worth between $35,000 and $40,000 and had promise of rapid appreciation. Several years, however, passed before it was worth the stipulated endowment amount or would command that in the real estate market. In August 1887 the finance committee recommended the acceptance of $50,000 offered for it, but after deliberation the board of regents decided not to accept the offer but to so handle the property by division or otherwise that more would be received. Early in 1895 there was such disposition of a part of the property that the required amount was realized and in a few years the amount was by fortunate litigation increased to $87,629.45. With the "Agassiz Professorship of Oriental Languages and Literature" thus endowed Professor John Freyer, LL. D., an English scholar of many years' residence in China, in the imperial service as a promoter of education among the higher classes, whose work had brought him into intimate relations with the leading men of the empire and had won for him eminent recognition, was secured for the position; and he entered upon his work at the beginning of the year 1896-97.

A Gift Of Inestimable Value

An early-day gift of inestimable value to the University down through the years was that of James Lick for the Observatory at Mt. Hamilton. It was written in 1892 concerning this: "The Lick Observatory is in a sense the crowning possession of the University. From the scholar's point of view it is eminent over the other departments in being the single one that is mainly given up to original research. From the popular point of view it is magnificent in the possession of the largest telescope on earth. It gratifies the pride of the State keenly to know that pilgrims from foreign lands count it one of the things that must be seen in California. No Philistine doubt of the utility of pure science can stand against this pride, and a public that has seen the time when it was half-ready to pull the courses at Berkeley to pieces in contempt of 'impractical learning', has never asked 'What practical use in knowing of a fifth moon of Jupiter or a shadowy duplicate streak across Mars?' "[2]

No one knows and apparently no one ever knew what led Mr. Lick to make his gift of $700,000 for Observatory purposes nor that of $540,000 for a California Institute of Mechanical Arts. There are reasons for the belief that the seed which brought at length such fruition was planted in his mind by Dr. S. H. Willey, the acting president and financial manager of the College of California from February 1862 to November 1869. At a time when he was following up every possible source of funds he went to Mr. Lick whom he had known for several years, his arrival in California dating to a time two years prior to that of Dr. Willey. "I went to Alviso, where his flour-mill was and where he was building an 'earthquake proof' house, and found him in a little cabin", wrote Dr. Willey in 1887.[3] "He received me kindly, for he knew me. And he listened patiently to all I had to say, but it made no more impression on him than on the fruit trees we were walking under. He had no idea of a college or what it was worth —none whatever. He could see the use of a flour-mill and of a fruit orchard and of a hotel, but as to a college he knew nothing whatever about it, and I have always thought that his providing in his will for the endowment of an astronomical observatory must have been the idea of somebody else and not of himself."

In an article by Ruliff S. Holway in memory of Professor Davidson of the United States Coast Survey, in the University of California Chronicle in January 1912, it was stated: "It was largely through his suggestion and influence that James Lick finally decided to build and endow the great Lick Observatory."

The present writer has not been able to find anything that would corroborate this statement. Professor Davidson's own accounts of the occurrences which led to the donation indicate that Mr. Lick had such a project in mind before he had any acquaintance with him, and was as fully determined to carry it out as he was at any later time. Professor Davidson may have had influence with him in having ownership vested in the University of California. But this is doubtful, inasmuch as he refused in August 1874 to have any further conference with Mr. Lick or responsibility in the undertaking. [4]

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[2] "The University of California," By Millicent W. Shinn. "Overland Monthly," October 1892.

[3] "History of the College of California," By S. H. Willey (1887). Only 250 copies of this history were printed. Copies are in the University library, and the Pacific School of Religion and Berkeley libraries; and several others in the State and elsewhere.

Professor Davidson's acquaintance with Mr. Lick began in February 1873 when he conveyed to him the thanks of the Academy of Sciences for his gift of an eighty foot lot on Market Street, San Francisco. Conferences with him at his home where illness confined him were frequent thereafter. Writing in 1899 [5] concerning these conferences Professor Davidson stated: "He kept himself thoroughly informed of what the Academy was doing, and seemed especially interested in astronomical matters, although he had never looked through a telescope or read a work on astronomy. In time he disclosed his intentions about a great telescope. I soon found that he had no idea whatever of the structure of the telescope and its accessories or of the purposes of a great observatory. There was a vague idea in his mind that the discovery of some physical phenomena in the moon and planets was the principal aim of the astronomer and brought glory to the discoverer. He had never looked through anything larger than a ship's spyglass, and was eager to get an idea of what the telescope revealed. He was intensely interested and astonished at the descriptions which I gave him from actual observations of the rings of Saturn and the belts of Jupiter, of the mountains, extinct volcanoes, rifts, etc., on the moon's surface with no signs of water, atmosphere, vegetation or animal life. When I was through he asked me whether I would not bring a telescope to his room so that he could look at these phenomena himself from his two clear windows that opened to the north."

The first announcement of Mr. Lick's intention to secure the construction of the largest telescope in the world and erect an observatory came at a meeting of the Academy of Science in San Francisco on the 21st of October 1873. Previous to that time Professor Davidson had given confidential information concerning the project to Mr. and Mrs. Leland Stanford. At that meeting Professor Davidson, who was the president of the Academy, led up to the announcement by an interesting and informing paper on "Spectrum Analysis," observing: "Spectrum analysis is in its infancy, as the telescope was in the hands of Galileo, and to predict an equally great advance within this century will not be rash. It dawned when Newton decomposed solar light; the sun appeared on the horizon when Fraunhofer mapped the fine dark lines, and Kirchoff the glory of the risen sun.

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[4] "The University of California Magazine," April 1899. Probably Regent John B. Felton was the person who led Mr. Lick to make the donation to the University and not to an incorporation specifically for astronomical purposes or to the Mechanics' Institute.

[5] Ibid.

"With a telescope of the largest size and most consummate workmanship that American skill can devise, properly located ten thousand feet above the sea in the clear skies of the Sierra Nevada; with every variety of apparatus commensurate therewith; with masters of observation and ingenuity in research; with ample funds reserved to devise other instruments and methods which those instruments and the highest genius must suggest, we hope at no distant day to see solved the mighty problems of creation that are yet beyond our grasp.

"Such an outfit and such provision have been the life-long objects of James Lick and after much earnest solicitation I have overcome his shrinking from what he considers vain glory and have obtained his permission to announce to the Academy his intentions, which I have faintly sketched in the preceding sentence."

Professor Davidson stated that there would be no let or hindrance by Mr. Lick in the carrying out of his views, that the amplest means were provided, the finest and rarest skill had already been invoked, and that plans were taking practical and definite shape.

It was stated further: "In the many conferences which I have had with him I have been deeply impressed with the breadth and practicability of his views in the future of original research in cosmical physics and of his deep patriotism that would have America lead in the sublimest science. Much would I like to tell you of his munificent plans, of his modesty as great, and of the depth of human nature in his soul, but he has placed a seal upon my lips."

In conclusion Professor Davidson declared: "A thousand years hence, the James Lick Observatory, endowed with perpetual youth, will continue to unfold the mysteries of the cosmos, and to search for new worlds to conquer."

The San Francisco "Evening Bulletin's" editorial comment the following day was: "The announcement of this magnificent plan will direct the eyes of the whole scientific world upon us. No grander opportunity was ever offered to a scientific society to make its name famous wherever science is pursued than is now set before the California Academy of Science." The "Alta California's" comment was: "The details of the plan are not yet worked out, but the announcement is made by authority that there shall be such an observatory. We are not informed of the amount that will be given to it, but we know that he lacks neither the means nor the desire to benefit his race, nor the intelligence to understand the eminent value of science as the great educator and leader in progress. We expect that his gift will be one of the glories of California: first, as an indication of the public spirit of its pioneer citizens; and secondly as the source of information that will continue to stream for ages from the crown of our great mountains."

It was Mr. Lick's first intention to locate the observatory on Market Street, near Fourth Street, San Francisco, on a lot situated between the two eighty-foot lots which he had given to the California Academy of Science and the Society of California Pioneers, with the provision that if those organizations should fail to erect buildings thereon within ten years the property should become the possession of the State. For months after his purpose had been made known to Professor Davidson the latter labored with him for a change of decision —nearly up to the date when he stated at the meeting of the Academy of Science that an observatory was to be built, to gain his consent to a site in the high Sierras. Convinced that the San Francisco site would not answer, Mr. Lick turned to one overlooking his Santa Clara mill site, suggesting Loma Prieta, seventeen miles south of San Jose, and also the crest of the mountain of the peninsula of San Francisco—"a gratification of personal vanity," declared Professor Davidson twenty-six years thereafter.

Convinced at length that the suggested sites were undesirable on account of the cold sea winds and fogs of the summer time coming in conflict with the hot dry air of the San Jose valley, he persistently declared that the site must be near some regular line of travel. He consented finally in October 1873, with mental reservations evidently, to a site on the crest line of the Sierra Nevada, a short distance south of the railroad station at Summit, Professor Davidson having set forth to him that a telegraph line would carry the news of astronomical discoveries to the world within an hour and that astronomers and others would make pilgrimages thereto. Nevertheless the record is: "But it is evident there was a longing in his soul to have the observatory bodily and constantly before the eyes of the people at large."

It has been written that Mr. Lick's first will provided for the expenditure of a million dollars for statues of himself and parents to be erected on heights overlooking the bay of San Francisco and the Ocean. [6]

"His heart", says Professor Davidson, "was set upon having some monument to his parents, and he frequently referred to his father as having shared the sufferings and dangers of the Revolutionary troops at Valley Forge. In harsh contrast to the veneration of his father and mother was his treatment of his aged sisters."

In May 1874 Professor Davidson was called East for consultation with astronomers who were preparing for the transit of Venus expeditions. During his absence some one who owned a quarter section of land on the north shore of Lake Tahoe persuaded Mr. Lick to fix on a site adjacent thereto, and on the 16th of July by deed of trust he conveyed to Thomas H. Selby, D. O. Mills, Henry M. Newhall, George H. Howard, James Otis, John C. Earl and William Alvord, as trustees, his estate of three million dollars, to be devoted mainly to public uses. In a will previously made he had designated $1,200,000 for the telescope and observatory. In this deed of trust, however, provision was made for only $700,000 but $540,000 was designated for a California Institute of Mechanical Arts — a manual training school for boys and girls of San Francisco. The site was to be on the shores of Lake Tahoe in Placer county—unless investigation by the trustees showed it unsuitable.

Dissatisfied with one of the trustees soon thereafter, he demanded his resignation, whereupon all resigned. Another deed of trust, dated September 21, 1875, provided for the vesting of the ownership of the observatory, when completed, in the University of California.

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[6] "University of California Magazine," April 1899.

By this date the decision was to locate the observatory on Mt. Hamilton provided Santa Clara County should build a good road to the summit. During the summer months of the year 1875 examinations had been made by representatives of Mr. Lick of Mount St. Helena, Mount Diablo, Loma Prieta and Mount Hamilton, and choice had rested upon the latter. The desired road was built in 1876 at an expenditure of $78,000. In June 1876, 1,350 acres of land were secured for the site by Act of Congress and 149 additional acres were purchased by Mr. Lick. Other tracts secured in later years by gift, by purchase, and by legislative and congressional enactments made the total area 3,130 acres.

Later examinations showed Mt. Hamilton to be in all probability a good location.

From the 17th of August to the 16th of October 1879, Professor S. W. Burnham, of Chicago, tested the atmospheric conditions at Mount Hamilton by means of observations of double stars and stated in his report: "So far as one may judge from the time during which these observations were made there can be no doubt that Mount Hamilton offers advantages superior to those found at any point where a permanent observatory has been established. The remarkable steadiness of air, the continued succession of nights of almost perfect definition, are conditions not to be hoped for in any place with which I am acquainted; and, judging from the published reports, are not to be met with elsewhere. . . . So far as there have been opportunities for judging, it is obviously an appropriate place for erecting and maintaining the telescope to be constructed under the Lick Deed of Trust, and required to be 'superior and more powerful than any telescope ever yet made.' "

After the death of Mr. Lick, October 1, 1876, the estate was subjected to litigation and it was not until 1879 that construction work was commenced on the observatory.

The Lick Observatory trust was administered by a board of trustees provided for therein until the first of June, 1888, when the institution was passed to the control of the regents of the University of California.

The fact that no one ever knew by what or by whom Mr. Lick was led to make these benefactions gives considerable ground for the belief, hereinbefore mentioned as a probability, that the seed-thought was lodged in his mind when Dr. Willey visited him in the interests of the College of California. The College was at that time striving to build up its Department of Science and the Arts established in San Francisco, which had for its announced object the scientific and professional education of miners, metallurgists, chemists, agriculturists, engineers, mechanics and architects, and to afford the advantages of general scientific training in the various departments of the physical sciences and the useful arts."

For the upbuilding of that and for the upbuilding of the whole institution it used every legitimate device and argument to enlist men of means. Over and over by personal contact, by letter, and in print its founders were saying to the men and women of California that they could find in the College opportunity for splendid and enduring monuments. No doubt Dr. Willey said such things to Mr. Lick under his fruit trees at Alviso and made a deeper impression than he ever realized. Mr. Lick's great admiration of Thomas Paine, not only because of his patriotism but because of his atheism, might have made impossible any plea for the College of California to be successful, but no words from an acquaintance whom he respected and to whom he listened patiently could be without some effect and future influence.

Born at Fredericksburg, Pennsylvania, on the 25th of August, 1796, James Lick learned as a youth in an apprenticeship the trade of cabinet-making—learned it so well that at the age of seventy he could fit a mortice and tennon as skillfully and perfectly as the best of mechanics. He became in early manhood an organ and piano maker in Pennsylvania and Maryland and in 1820 was in business in Philadelphia. Going later to South America he engaged there in the making and selling of musical instruments and in 1847 came to California with such accumulations as made possible early investments which grew into a fortune of more than three million dollars. Careful and painstaking in his work, that which he did for himself and that which was done for him under his direction must needs be good in its workmanship. Whatever his purpose in causing to be manufactured the biggest telescope in the world and the locating of an astronomical observatory where it would not be out of the vision of the people, the Lick Observatory on the summit of Mount Hamilton, in the base of a pier of which his body lies, is not only his enduring monument but it is also an institution of a perpetual immeasurable service.

Dr. Toland's Gift For A Medical Department

One of the early benefactions was that of Dr. H. H. Toland—founder of Toland Medical College in San Francisco. The first steps toward the organization of a Medical Department in the University were taken by the board of regents on the 2d of August, 1870. That which led to this action was a proposition from Dr. H. H. Toland of San Francisco to transfer to the University the Medical School which had been established by him in 1865. After further conference with Dr. Toland, some conditions of the transfer were not regarded as satisfactory by the regents and the plans were not consummated. Early in 1873 Dr. Toland renewed his offer with the objectionable conditions removed and by action of the regents on the 4th of March the University came into possession of property for Medical School purposes in San Francisco worth approximately $100,000.

The property thus transferred consisted of a fine and commodious building on Stockton street, which covered a lot 138 by 43 feet in dimensions, an adjacent lot 58 by 80 feet on Chestnut street, on which was a good brick building—together with diversified medical apparatus, museum and library.

In the biennial report of the University for the year 1872-'73 it was stated that by this transfer the name of Dr. Toland had been "enrolled among the generous benefactors of education." Quotation was made from official papers recording the action: "The liberality of Dr. Toland in so generously endowing a school of medicine is without parallel in the history of medical education in this country."

In 1864 Dr. Toland proposed to the College of California that he would erect a building for a medical department in the

College if such a department should be established. A committee was appointed to consider the proposition and report on it, but no report is on record.

Dr. Toland, to whom the University was at that early date indebted for this benefaction, was born in South Carolina in 1808. Graduating at Transylvania Medical College in 1832 he pursued post-graduate studies in Paris before entering upon the practice of his profession at Columbia, South Carolina. Coming to California in 1852 and being in ill health he purchased "The Gwin Mine" in Calaveras county and worked in it. In 1854 he entered upon the practice of his profession in San Francisco in which he continued down to the time of his death in 1882. For many years he gave some of his office hours to a gratuitous practice which caused many persons to call him blessed. For fifteen or more years before his death he had the largest and most lucrative practice in California.

Harmon Gymnasium

One of the most serviceable donations ever made to the University was Harmon Gymnasium—a building of multiple uses for fifty years. In an exceptional manner it has perpetuated the name of the donor, A. K. P. Harmon of Oakland, who built it in 1878 and presented it to the University on the 20th of January, 1879. In addition to its use for gymnasium purposes it was the sole auditorium for a quarter of a century, and ranked high in the affection of all connected with the University during those years.

As originally constructed the building had a seating capacity of nearly fourteen hundred. Before the erection of the Gymnasium the largest room that could be used as an auditorium would not accommodate more than 350.

In a communication to the board of regents at the time when he passed the building over to the University Mr. Harmon mentioned the life-long friend of the University who had suggested it: "Some four months since it was suggested to me by Mr. George C. Edwards that if I felt so inclined I could do for the young men at the University that which would be of much profit and pleasure to them and probably acceptable to the ruling authorities, if I would construct on the University grounds a building to be used as a gymnasium and on extraordinary occasions as an auditorium."

Commenting on the gift when it was first announced one of the student publications observed: "Any gift may be not improperly judged by the want which it supplies, and if this be true the name of Mr. A. K. P. Harmon should be entered among our truest benefactors, for beyond the man who supplies the requirements for our mental development no one performs a more needed service than he who affords us an opportunity for proper physical training. It is not only mere mental acquirements which are of service to us in after years, but the difference in health and strength may amount to the difference of success and failure."

In reviewing the events of the college year "Blue and Gold" asked what event to be chronicled was most worthy of precedence and stated: "Undoubtedly the most prominent object and the one that will confer the greatest benefit upon the whole body of the students is the Harmon Gymnasium."

Nearly a quarter of a century later President Wheeler mentioned it in one of his reports as one of the most highly useful gifts in the history of the University.

Mr. A. K. P. Harmon, the man who made this long-time highly serviceable donation, was a native of Maine. He reached California early in 1849, on the second steamer, "The Oregon," and was for a short time in profitable mercantile business in San Francisco and Sacramento. Investments later in the Washoe mining district in Nevada brought him large returns. He was for years a prominent participator in different enterprises making for the advancement of the State.

The Bacon Art And Library Building

A communication which was received by the board of regents "with deep interest and admiration," on the 13th of December, 1877, resulted a few years later in the erection of the Bacon Art and Library Building—the first building to be erected with funds either wholly or in part privately furnished. In that communication, Mr. Henry Douglas Bacon of Oakland offered to give to the University an art collection which through many years of careful accumulation had cost him more than $50,000 together with $25,000 for the construction of "the first sub-division of a building to be dedicated to the purposes of a library and art gallery," provided the State would make an appropriation of an equal amount for the building purposes. After consultation with Mr. Bacon the regents framed and sent to the Legislature a memorial which set forth the nature of the gift and asked for an appropriation of "twenty-five thousand dollars or upwards" for the housing of the same "and to serve as a library and gallery of art." It was stated in the memorial: "The donor does not make it an imperative requirement of his gift that the said building should constitute the first sub-division of a more extensive edifice to be dedicated to the purposes aforesaid; but is willing that it should be erected as a structure complete and perfect in itself, and fully competent in all respects for the intended uses, yet so constructed that it may hereafter, without any impairment of its architectural uniformity and adaptation, be rendered a portion of a larger edifice to be appropriated to the same objects in the growth of the future, whenever the public resources of the State or the munificence of private liberality shall permit."

An appropriation of $25,000 was made by the Legislature and the Bacon Art and Library Building was dedicated on the 23d of August, 1881.

In an address which Mr. Bacon gave that day he stated: "When the plan suggested itself of erecting and partially endowing an Art Gallery and Library Building in connection with the University it embraced not only the present but the future of this great State. What I was to do was simply the creating of a nucleus which the organic act of the University semed to encourage and for this beginning I recommended a building which should be a wing or part or sub-division of the future structure. I thought of the State with every acre of its valleys under high cultivation, its hillsides covered with vines pouring out delicious wines for its own and the people of all lands; of its fruits, which its generous soil and its semi-tropic and temperate zones produced in the greatest abundance and perfection; of its mountains hoary-headed with frosts and snows reservoiring the waters for distribution in the thirsty months to the hillsides and valleys; of its veins of coal and ribs of iron, copper, silver and gold which were to yield by legitimate working untold millions; of its thousands of miles of railroads bearing the products of the land first of all to the Imperial City of San Francisco, or wherever the demand pointed the way; of its ocean commerce for which the shores of the bay could scarcely furnish room. I thought of all this backed by an industrious, well-governed and prosperous population of ten millions of people, and every department of science, of letters, and art, having arrived at such perfection that the little beginning which I proposed had through the riches of the State, and a justifiable pride in its University, become the realized dream of Michael Angelo—and here the "Star of Empire" resting over a Pantheon dedicated to Science, to Literature, to Art, and covering with its rich architectural tracery every help which toiling intelligence, the art of printing, the genius of painting and sculpture could produce."

In the course of his address that dedication day Mr. Bacon said: "I now turn to the household gods which have long been companions and friends of myself and family, of which they and I are to take formal leave and render to the care of the State—long, I trust, to be loved and cherished by its sons and daughters. I cannot speak of each one by name, nor confide to you the history or incidents connected with it. The most of the books, through good and evil times, for more than a quarter of a century, have been unvarying friends. If head-weary or heart-sick, Milton, Shakespeare, Burns, Scott, Moore, Macauley, Dickens, Thackeray, and many others have been ready and cheerful in their efforts to beguile us of weariness and sorrow. They will do the same to all who come after us."

Some interesting facts concerning the gathering of his art treasures were given by Mr. Bacon in the course of which he said: "Concerning the statue,—"The Genius of America," or "The Abolition of Slavery," I must impart to you a little history. My relations with Abraham Lincoln had been most pleasant and intimate bfore his election to the Presidency, and when through his providential guidance slavery in the United States was abolished, I wished to give him something which should be at once substantial and emblematic of his agency in the sublime result. Business took me to Europe about that time and I found an artist in Munich (Professor John Halbig) who was an ardent admirer of Lincoln and who was also thoroughly imbued with love of liberty for all the human family. He was ready to symbolize in marble the idea and the act of Emancipation, and between us the model of the "Abolition of Slavery" grew into something of its present perfection. A little study of it will reveal what it idealizes. The artist selected the highest type of African female beauty and brought her alongside an equally perfect type of Grecian or American, which he called "The Genius of America." From the limbs of the ignorant African the chains of slavery have been stricken —they are in the act of falling off, and in the darkness of her intellect she imagines that she owes this release from slavery to the beautiful female by whose side she is half-kneeling with upturned face expressive of her gratitude. The Genius of America, not willing to appropriate the result to herself but full of the thought of the great deed, points to Heaven to indicate that to God alone is she indebted for her freedom.

"It took some years for the artist to execute the work and before it was complete our country and almost the whole civilized world was thrown into the deepest sorrow by the assassination of the good and great Lincoln. I was therefore unable to carry out my purpose, and the statue is now in the custody of the State of California."

The Bacon Art and Library Building served well its day and generation, for thirty years it was for library purposes one of the most serviceable buildings on the campus. When at length the more suitable building now given to such purpose displaced it in that capacity it continued to be of service in other ways.

The Michael Reese Library Fund

For half a century, each year, hundreds of books bearing the label "Reese Library of the University of California" have been placed on the shelves of the University library. More than $150,000 has been expended for these books, and the original fund of $50,000, left by bequest in 1878, remains intact—only the interest on it having been used. It was a great and enduring benefaction which came to the University that tenth year of its existence. It would have been much larger if the donor had not altered his will because of the endangered state of the University consequent on the opposition to its management during the first few years of its existence. Statements vary, but it is apparent that Michael Reese had made provision at one time for a legacy to the University not less than $500,000, probably $650,000—"to be used as the regents might direct."

Born in Wallerstein, Bavaria, in 1817, Michael Reese, after learning in an apprenticeship the tanning trade, came to the United States at the age of 18 and engaged for a time in that trade—turning from that later to the teaching of school in one of the German communities in Pennsylvania and later still to that of a peregrinating peddler. At the age of 27 he was at the head of a wholesale importing business in New York and at the close of the Mexican war, during which he profited considerably on army contracts, the owner of extensive tracts of real estate in and around St. Paul. He arrived in California in June, 1850, with an accumulation of $120,000, most of which he lost soon through banking house failures in Sacramento and San Francisco and the fire of 1851. When state and city scrip went begging on the market at fifty percent discount he bought what he could with his greatly reduced resources and held it until he realized large profit on it. When the Frazer River gold excitement resulted in the sinking of real estate values in San Francisco to a low scale he foresaw an early and speedy rise again and secured a large amount of the most desirable property in that city at astonishingly low figures — laying in these ways the foundations of what was soon to become an immense fortune for that early period in California life.

For many years his business office, in which his transactions amounted to millions of dollars, was a little eight by twelve room in one of his buildings at 810 Montgomery Street, San Francisco. A bachelor, he had a poorly furnished small apartment in another of his buildings on Washington Street opposite the plaza. To escape what he regarded as unjust taxation on his personal property he betook himself later to San Mateo as his place of residence.

It was written concerning him soon after his death in 1878: "Mr. Reese was always the subject of derision in consequence of his parsimonious habits; and yet his nature was entirely misinterpreted by the majority of people. His frugal propensities were no more marked than his high appreciation of honor. His word was as good as his bond in every sense, and he scorned to take advantage of any loophole to escape a bad bargain or unprofitable venture to which his word had been pledged. . . . He was well aware of the ridicule which his close system of business and personal economy called forth, but it did not seem to disturb his equanimity. To one of his intimate friends he often remarked that avarice was a disease with him and that he could not help it. But he consoled himself with the reflection that he was not working for himself but for humanity in general and that when he died the world would learn that he had not lived a selfish life."

Hastings College Of Law Gift

The organic act provided for and directed the establishment of a College of Law, but ten years passed before it came into existence—and then by private initiative. On the 21st of June, 1870, by vote of the board of regents the Committee on Instruction was directed to prepare a plan for the organization of a Law Department and make report of the same to the board of regents. With the thought that such a department would be established at an early date Judge Stephen J. Field, an eminent pioneer who was at that time one of the justices of the United States Supreme Court, was made an honorary professor. On the 19th of July the committee reported that it was inexpedient to establish a Law College at that time. At a meeting of the regents on the 23d of January, 1872, Mr. Dwinelle introduced a resolution directing the Committee on Instruction to confer with the judges of the Supreme Court of the State and with other members of the legal profession and to report, if they should deem it advisable, a plan of organization for a Law College. The resolution was adopted. But what were held for many years to be more pressing needs and a continued shortage of funds, delayed action until at length Judge Clinton Hastings, the first chief-justice, made a generous proposition which resulted in the chartering on the 26th of March, 1878, of the Hastings College of the Law in San Francisco—in affiliation with the University. His proposal was that he pay into the treasury of the State the sum of $100,000 on which the State should pay an annual interest of seven per cent toward the maintenance of the school. The proposition having been accepted and the money paid the newly chartered institution was opened in Pioneer Hall in San Francisco on the 9th of August, 1878. Control was vested in its own board of directors, but the president of the University was designated as the president of the faculty and the degrees conferred and diplomas issued were by the authority of the regents of the University. Judge Hastings was the first dean and John Norton Pomeroy, an eminent jurist brought from the East, the first professor—a man who gave the school high standing soon throughout the country.

In order that the advantages of the institution might be within the reach of all desiring them, there was no fee except a ten dollar charge for incidentals, and the only requisites for entrance were a good moral character and a good English education. It being realized soon that this meant almost no educational requirements whatever and much weeding-out of students being necessary from time to time the requirements came to be substantially those for entrance into the College of Letters in the University.

At the University Commencement in June, 1878, T. B. Bishop, one of the trustees, accepted the gift formally on behalf of the board of which he was a member and the regents of the University, and said in that connection: "No man justly can estimate today the benefits which this single act may confer upon the State, the country, or mankind. We are too apt to think only of today—to arrogate to ourselves and to our own lives an importance which does not belong to them, to forget how many myriads have gone before and left nothing to individualize their existence, and neglect the few and fleeting opportunities for an enduring fame. Happy indeed is he who can by some beneficent act like this transmit to posterity his name coupled with an enlightened scheme for the advancement and improvement of his fellow man. As from the past the names of Harvard, of Yale, of Brown, of Williams and of Dartmouth, have been handed down from generation to generation in connection with institutions of learning, so we may well believe the name of Hastings will be indissolubly connected with this noble foundation so long as laws are known and civilization endures."

Then the belief was expressed that Judge Hastings had been only one of the first to perform what others had in mind, and that stimulated by his splendid example others would come soon to connect their names with the University, to help to make it, rounded-out and perfected, a perpetual beacon of civilization and progress.

At the opening of the School on the 8th of August, at which time there was an enrollment of 66, Professor Pomeroy spoke of the special signs of promise for the institution in its future, saying: "The Hastings Law Department of the University of California will as a matter of course be a representative of the jurisprudence of California both in respect to its subject matter and its form, and will sympathize with the freedom of progress which has abandoned so many ancient dogmas and has moulded to such an extent the legislation of the Pacific commonwealths."

MILLS PROFESSORSHIP OF INTELLECTUAL AND MORAL PHILOSOPHY

A highly heartening gift came to the University on the 7th of July, 1881, from Mr. D. O. Mills, California pioneer merchant and banker, who was a member of the board of regents from the 23d of June, 1874 to the 1st of July, 1881. In his communication to the regents at that time Mr. Mills stated: "While I propose to commit the trust to the keeping of the regents of the University, confiding in their wisdom to direct it to the promotion of the studies to which it is dedicated, and to the steady increase of human thought and progress, and would limit by no narrow boundaries of transient opinion, I desire to record my views as to the nature of this professorship and the character of man who should be called upon to discharge its duties. The studies included under the general title pertain especially to man, his intellectual, moral, and social being, and can never cease to hold a high place in human learning, nor to have a great influence on human welfare. In the widest and most liberal meaning they underlie laws, manners and religion, and in effect form the public opinion of the world; and their teacher should not be one who merely resorts to them, takes them up or incidentally adopts them, but one of philosophic spirit who shall devote his life to this appropriate field of influence and whole labor. To such a man this professorship offers opportunity limited only by his own genius and devotion."

In an address which was given in January, 1909, Mr. Horace Davis stated concerning the purpose for which Mr. Mills designated his gift:

"When Mr. D. O. Mills was about to make his generous gift to the University he asked his friend Dr. Stebbins in what form the benefaction would do the greatest good. The Doctor, true to his ideal conceptions, recommended the endowment of a Chair of Intellectual and Moral Philosophy. At the time it was criticised as a barren, unpractical gift, but Mr. Mills' choice vindicated itself. No one influence inside the University has done so much to lift the standard of culture and to mellow the atmosphere as this happy endowment of Mr. Mills—the chair long filled by the revered Dr. Howison."

It is worthy of note that it was a Chair of Moral and Intellectual Philosophy which the trustees of the College of California desired to establish in the University and to endow with what at the time of their proposal promised to be a substantial residue after the sale of certain property not included, in their opinion, in the donation offered to the University. The reply of the regents was in effect that they did not regard the proposal to be in compliance with the original proposition. Thirteen years later one of the pioneer Californians who had been a supporter of the College of California, desirous of doing something which would be of advantage to the University and to the State designated his donation of $75,000 for the same purpose. And his friend, a regent of the University who suggested the designation, was the president of the board of trustees of the College of California when it transferred its property to the State for University purposes.

Stiles Hall

Carved in enduring letters over the entrance to Hilgard Hall, a part of the agricultural group on the University grounds, facing the main gateway and the Golden Gate, is the inscription: "To Rescue for Human Society the Native Values of Rural Life."

A short distance to the South, facing the University campus, on Allston Way, there has stood for thirty-six years a building on the mantel in the main room of which are inscribed the words: "In Memory of Anson Gale Stiles: Those Nearest Him in Love and Kinship Built this House for the Kingdom of God's Sake, A. D. MDCCCXCII: Jesus Saith Unto Him: I Am the Way, the Truth and the Life." [7]

Built for the purpose of rescuing for human society the spiritual values inherent in every soul, for the use especially of the Young Men's Christian Association, the Young Women's Christian Association and such other religious organizations as might arise in the University, the provisions were that it could be used by any other student organizations so far as such use should not interfere with its use for religious purposes.

Professor Joseph LeConte, the greatly beloved man of Science, said at the dedication services: "On behalf of the faculty I have to express the sense of obligation and gratification for this noble gift. But I desire myself to express my own heart-felt sense of appreciation of the objects of the gift. It is the very thing we have wanted. It is the crown of our University education. . . Intellectual culture reaches its highest point only when to it is added the culture of the moral and religious side of man. Just as splendid physical is needed for highest intellectual culture, yet as this reacts and betters the physical, so intellectual development reacts on moral culture. The converse is not so generally acknowledged. The moral and spiritual reacts, enabling one to see truth not otherwise possible. This is true the moment we touch the sciences. Without the purification of the spiritual and moral nature it is almost impossible to see the truth. . . This is the domain of such associations. Paul called this work edification—the up-building of the entire man. We are all engaged in temple building. Let us be sure we build noble temples, strong and true manhood and womanhood. Let us lay the foundation in perfect physical culture, and then be sure we dedicate it as this building has been dedicated—only to a nobler and a grander purpose."

The Young Men's Christian Association, one of the organizations for whose use Stiles Hall was built, dates from the 16th of October, 1884. The Young Women's Christian Association dates from the 10th of March, 1890.

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[7] Anson G. Stiles came to California in 1852. He was a trustee of the College of California and a generous helper of it financially.

In his history of the University, published in 1901, Professor William Carey Jones wrote concerning the latter: "The progress of the Association was at first slow, difficult, and almost discouraging, but the spirit of the young women was undaunted. They found their success at last on the realization of Mrs. Stiles' noble gift."

THE BEGINNING OF MRS. HEARST'S INTEREST

It was at this period that Mrs. Phoebe Apperson Hearst began that interest the development of which gave her a large and memorable place in the history of the University. This dates from the time in 1891 when she established the first of the scholarships bearing her name.

In a letter to the board of regents on the 28th of September, 1891, she stated that it was her intention to contribute annually to the funds of the University the sum of $1,500 to be used for five scholarships for worthy young women; that she bound herself to pay this sum annually during her life and said that she had made provision for a perpetual fund after her death. The qualifications entitling students to the scholarships were stated to be "noble character and high aims," it being understood that without such aid a University course would in each case be impossible.

Soon thereafter the number of scholarships was increased to eight. In a letter of acknowledgement which was sent to Mrs. Hearst it was remarked: "Such gifts are not alone a monument to the generosity and public spirit of the donors, but it must also be a source of the deepest satisfaction to them to reflect upon the number of young lives which will in the coming time be made brighter and easier by their liberality; and it seems peculiarly pleasing in this instance that, as the University of California was one of the first to throw open its doors to women, a woman is the first to give to the University a benefaction for the encouragement of undergraduates."

It was observed in that connection: "The State of California has labored nobly in the field of higher education in creating and endowing the State University, but it is only through the cooperation of private persons of generous impulses and lofty ideas that that great seat of learning can reach the full measure of its usefulness. The University belongs to the people and as its achievements are marked and noted it will become more and more an object of pride and affection to all, and its needs will be recognized by those who are willing and able to meet them. . . . Your example will kindle a generous emulation in a long line of others."

In 1895 when there were more than fifty applications for these scholarships, several of which were exceptionally meritorious, the University committee in charge asked of Mrs. Hearst to reduce the annual value of each from $300 to $200. Her reply was: "I am not willing to decrease the amount of the scholarships, for I feel that $300 is quite little enough to pay a girl's living expenses, pay for books, etc. The idea was to give it to those who could not possibly go to the University without this fund; and, if we were to make it necessary for them to secure a part of the amount, we might be debarring some of the most deserving. I am willing to pay the same amount monthly for four more young ladies for the number of years that their course will last, but as I have other things which I wish to do in California, I cannot make this additional sum a permanent fund."

One of the things which Mrs. Hearst had in mind at that time was the memorial to her deceased husband which a few years later took the form of the Hearst Memorial Mining Building on the campus at Berkeley.

Several small gifts were made by Mrs. Hearst during the next few years, but her crowning benefactions, mostly conceived probably in the closing years of the nineteenth century, came to their realization down through the first two decades of the twentieth century.

THE WILMERDING BEQUEST

In 1894, by bequest, the University received its second largest gift, up to that date—$400,000, for the founding of a school "to teach boys trades; fitting them to make a living with their hands, with little study and plenty of work." It was stipulated that it be called "The Wilmerding School of Industrial Arts," after the donor, Mr. J. Clute Wilmerding of San Francisco. Nothing was said in the will about the location —whether at the seat of the University in Berkeley or in San Francisco or elsewhere. Free sites were offered in localities all around the bay of San Francisco and as far away as Sacramento and Stockton. Oakland offered a block bounded by Adeline, Seventh, Chestnut and Fifth streets, containing nearly two acres. Seven acres were offered at Temescal, about half way between Oakland and Berkeley. San Jose and Redwood City made attractive offers. Such was the influence of Governor Budd, who favored Stockton, that on one ballot that city had five votes. The next to the final ballot gave nine votes for the University site in Berkeley, eight for San Francisco, two for Stockton, one for Oakland and one for Los Angeles. On the final ballot the vote was: San Francisco, eleven; Berkeley, 6; Stockton, three; Alameda County, one. Realizing that he was unable to get the school located at Stockton, and having in the heat of the discussion made the accusation that Alameda County was reaching out for everything, Governor Budd on the final ballot voted for San Francisco. A prevailing argument with many was that in a city such as San Francisco was and was to be more boys would be benefitted there than elsewhere.

On the foregoing pages there have been set forth the principal benefactions during the first thirty years of the University's existence. There were many others of wide variety, gifts of money in small amounts, gifts of thousands of books by hundreds of givers, for the library, etc. The donors must needs be nameless here—despite the fact that small gifts often measure as much devotion and even more than large ones.

In his address on Commencement day in 1895, President Kellogg, mentioning some of the gifts which had been made from time to time by "enlightened, far-seeing, public spirited citizens," said: "It is a prevalent impression that only millionaires are responsible for such supplemental help. Millionaires are very good in their way, and their way is excellent when they make large endowments. But 'many littles make a muckle.' A shower of small gifts may come to rival a single large one. At any rate every gift tells in a good cause. If one cannot erect the costly building, he can put something into it to increase its use or its beauty. If he cannot found a great library, he can add a little to its available treasures.

If he cannot endow a chair, he may perhaps establish a fellowship or a scholarship to encourage a future honest legislator or brilliant author or useful teacher.

"Gradual accretions, however small, are welcome in all departments of instruction. Yet let them not be too gradual. The present is a critical time in University expansion. The call all over the land is, to go forward. The universities of the Atlantic Coast are multiplying their facilities. Harvard and Yale were once helped by the State, but now rely on large private benefactions. The State Universities of the interior find supplemental helpers. Michigan has such public-spirited citizens who add to the value of her noble institution. The University of Minnesota has received large private gifts. The Kansas State University has a land-gift of $100,000 from a former citizen of this State, and a larger bequest from one of its ex-Governors.

"Why are not land gifts more frequent? Our University had its first quickening impulse from the land given by the national government. The old College of California gave us this unequaled site on which we meet today. The endowment for an Oriental Chair, a gift just coming to fruitage, was a gift of land. Northwestern University is prospectively rich in the valuable tracts of land set aside for it in Evanston. Many struggling colleges base their hopes for expansion on landed property. Ready money is not always at command, even for the wealthy. But deeds of land cost very little to the owner. A lady of West Berkeley has already set another good example in deeding a valuable lot to the University.

"Let it not be thought that this review is too mercenary. Help that is given for the best education of our sons and daughters, is help to a noble cause. The best interests of the Golden State demand these elevating and refining influences. The State will be remembered for its products of gold. It will become more and more attractive for its wealth of fruit and its beauty of bloom. It will develop a vast commerce with the nations of the world. But no claim to distinction will surpass, I had almost said none will equal, that of a great center of learning, a cosmopolitan home for the advancing science of the age, for the treasured literature and thought and wisdom of all ages. Harvard is a chief glory of Massachusetts, Yale of little Connecticut, and Michigan of the State whose name it bears. It rests with this generation to make California equally renowned for its highest institution of learning."

This timely utterance not only found place in newspapers but it was printed by the University in a folder along with other portions of the address and was widely circulated. Small gifts increased in number and value during the next few years, and in September, 1898, came from Miss Cora Jane Flood one of more than a half million dollars in land and valuable water company stock for commercial education purposes. In their letter of acknowledgment and thanks the regents and the president said: "We appreciate it for its great value, for its high purpose—commercial education being in the line of the most recent and most useful university expansions—for its freedom from hampering conditions and as being the spontaneous expression of your own generous and broad impulse to benefit the State of California. And we rejoice that this noble gift will not only bring to yourself lasting honor, but will also perpetuate the name of your father, so long the esteemed treasurer of the University." In his mention of this gift in his Biennial Report, President Kellogg remarked: "The example of such a benefaction must be most happily contagious."

CHAPTER XXVI.

AT THE BEGINNING OF THE TWENTIETH CENTURY

When Professor Louis Agassiz was in California in 1872 he foresaw and predicted rapid progress for the University. Considering the trend in education throughout the country and the large place California was certain to occupy in the path of progress he said: "Do not be too short in your expectations; do not look too near the present movement, but look forward; and that forward, however distant you think it now, will be at your feet before many years."

That which Agassiz foresaw in 1872 for the University of California was realized at the opening of the twentieth century. By the year 1900 the University occupied a leading and very promising place among the universities of the country. Only Harvard exceeded it in the number of undergraduate students; and only Harvard, Columbia, Michigan and Minnesota in the grand total which included professional and summer school students as well as the undergraduates.

In November, 1900, a Harvard publication gave 4,268 as the number of undergraduate students at Harvard; 1,895 at the University of California; 1,802 at Yale; 1,573 at Michigan; 1,450 at Minnesota; 1,412 at Columbia; 1,600 at Cornell; 1,363 at Chicago; 1,346 at Wisconsin; 1,182 at Stanford; 757 at Pennsylvania. Including the professional schools, Harvard had 4,268; Michigan, 3,404; Minnesota, 3,137; Columbia, 2,945; California, 2,788; Yale, 2,536; Cornell, 2,418; Pennsylvania, 2,319; Chicago, 1,864; Wisconsin, 1,795; Stanford, 1,253. Including summer schools the totals were: Harvard, 5,702; Michigan, 3,655; Minnesota, 3,412; Columbia, 3,723; California, 3,221; Cornell, 2,853; Chicago, 2,564; Wisconsin, 2,129.

In the year 1900 there were in the colleges at Berkeley 153 officers of instruction. Of this number 31 were professors, 15 associate professors, 20 assistant professors, 40 instructors, 40 assistant instructors, 2 lecturers, 5 fellows.

The colleges in San Francisco were also well-manned. The faculty of the college of medicine consisted of 29 persons, besides lecturers, demonstrators and assistants to the number of 9. In the college of dentistry there was a faculty of 11 and in addition 16 lecturers, demonstrators, etc. The college of pharmacy had a faculty of 9 persons and 4 instructors. In the veterinary department there was a faculty of 6. Hastings College of Law had 8 on its faculty; Hopkins Institute of Art had 8. Down at Mt. Hamilton the work at Lick Observatory was carried on by a body of 12 astronomers.

The University property in the year 1900 was valued at $4,498,015. The 245 acres of land at Berkeley was estimated at $1,069,760; the buildings, at $718,744; the apparatus and other contents, at $375,000. In a total of $2,330,711 outside of Berkeley, the Lick Observatory plant at Mt. Hamilton was listed at $619,222; the Mark Hopkins' Institute of Art in San Francisco, at $600,000; the Flood Endowment, land, etc., at $750,000; the Affiliated Colleges in San Francisco, site and buildings, at $265,000.

The endowments, consisting of the consolidated perpetual fund and the special funds, aggregated $2,828,254.23. At that time Girard College stood at the head of the great educational institutions in endowments, being credited with a productive endowment of $15,250,000. Stanford was listed next with $13,500,000; Harvard, with $10,000,000; Columbia, $9,500,000; Cornell, $8,000,000; Chicago, $6,500,000; Yale, $4,500,000.

The total annual income of the University at the opening of the century was not much over four hundred thousand dollars, and rigid economy in expenditures was necessary.

In the conduct of its work the University was at that period of its existence expending much less than was expended by universities of its class in the East. Some comparative statistics published in 1899 showed that in the year (1898-'99) in which Columbia was expending for the carrying on of its undergraduate work $608,684, Harvard $798,436, Chicago approximately $575,000, California was expending only $375,006, although the University of California had several hundred more students than either Columbia or Chicago.

The University at this period had far outgrown the provisions for it. New and larger buildings were needed; also a more adequate equipment in various respects. More teachers were needed, and better salaries for all.

Despite its hampered condition for many years, the University had maintained high standards.

Soon after President Wheeler entered upon the duties of the presidency he stated in a published interview: "The University always thus far has maintained an admirable standard of academic integrity. Its reputation is of the best. Through thick and thin it has kept true to the intellectual faith. University men all through the East know very well that the standards which the University of California has maintained for its scholarship and degrees are of the highest. It is a matter of common repute that the University has with admirable rigidness adhered to the standards which it has laid down in its published statements and announcements. Its corps of teachers is a most excellent one. Many of its professors are known through their publications as well as through their personal relations as leaders in the fields which they represent. They are doing a magnificent work, often at a great disadvantage.

"The teaching force of the University seems to me, so far as my present knowledge guides me, to be fifty percent too small for the work it is called upon to do. The more I see of the situation the more it becomes a marvel to me that so small a force of men can accomplish such work."

At that time, October 1899, President Wheeler spoke as follows of cosmopolitan California and her educational needs: "California represents the most cosmopolitan population and most cosmopolitan instincts in life that the world has at the present time to exhibit. The University must be, therefore, uncompromisingly a world university. It dare not be in any sense provincial. So then, the first thing must be that the University of California calls to its aid the best talent in teaching and in methods of instruction that the world affords. Men must be taken, without reference to locality or origin, for what they are as exponents and interpreters of what is highest in the civilized life of man. The State of California and all Californians are known to want the best things. They are never satisfied with anything that is second-class or behind the times.

I believe that the State of California will respond, if asked, to make it possible to put our University in a position to take its place at the very front of the world's institutions of learning."

Early in the 20th century the University entered upon an era of unprecedented expansion. Certain movements initiated in the closing years of the nineteenth century went on rapidly toward accomplishment. Departments and courses of study newly established grew apace, and the University drew friends year by year who supplemented the aid from time to time on the part of the State and made it more and more an institution creditable to the commonwealth that had founded it.

An especially heartening feature at this time was the comprehensive building plan, which, made possible through the generosity of Mrs. Phoebe Apperson Hearst, was soon entered upon and so prosecuted that within a few years it transformed the University both without and within. Chapter XXVII is given to a presentation of this comprehensive building plan and to the carrying out of it during the years since it was framed and adopted.

The College Of Commerce

It was in the opening years of this century that the College of Commerce, established in 1898, began to assume the important place which it was destined to fill in the life of the University. The organic act made provision for a College of Commerce. Thirty years, however, passed before it came into existence.

The enrollment in the College of Commerce the first year, exclusive of 27 persons who pursued special studies, was 3; the second, 21; the third, 41; the fourth, 57. That fourth year, 1901-02, the enrollment in the College of Letters was 284; Natural Science, 194; Social Science, 952; Mining, 248; Mechanics, 190; Chemistry, 171; Civil Engineering, 91; Agriculture, 61. Twenty-five years after it was established the College of Commerce had an enrollment of 1380—leading then all the other colleges at Berkeley except the College of Letters and Sciences which enrolled that year 5,902. The College of Mechanics stood next to the College of Commerce, having 698. Agriculture had 387; Civil Engineering, 220; Chemistry, 219; Mining, 183. Among the Professional Colleges and Schools, the College of Dentistry led with 435; the School of Jurisprudence in Berkeley had 321; Medical School, (San Francisco and Berkeley) 299; College of Pharmacy, 245; Hastings College of the Law, 124.

Attention was called in a graphic manner in 1883 to the need for such a college and the outstanding opportunity for its upbuilding in California. This was in the Commencement Day address that year by Mr. Arthur Rodgers, a graduate in the class of 1872 and a newly elected regent: "We stand on the verge of Occidental civilization. The waves of yonder sea wash the lands where dwell one third of the human race. The productions of the ricefields, tea-orchards and looms of the people of the Orient have always been great and are increasing indefinitely. They have enriched and exalted the nations, the Portuguese, Dutch, Spanish, French, and British. But all this populous domain is now placed at our command by the decree of nature and the civilization we represent. . . We can control this commerce only by wisest effort."

Fourteen years later Mr. Rodgers proposed at a meeting of the board of regents the establishment of the needed college —making it evident at that time that delay in that respect would be very damaging. A committee which was appointed to consider the matter made favorable report in January 1898 and the college was opened on the 18th of August. It was the first of the kind in the United States. The University of Pennsylvania had had for several years a School of Finance but on a plan much less comprehensive than that of the College of Commerce. The establishment of such a college in the University of Chicago followed close upon the one established in the University of California. In an article in the October number of the "Merchants' Association Review," of San Francisco, Professor Carl C. Plehn, the dean of the new college, remarked that the qualities of mind and the knowledge required for the successful administration of commercial business under modern conditions could not be obtained from a study of the "three R's", and stated in that connection: "Commercial organization on a large scale is the order of the day; and the successful administration of the vast aggregations of capital, the buying and selling of goods in the world's markets under the conditions of world-wide competition require the broadest mental training and the widest knowledge that can possibly be obtained. Therefore once again the universities are called upon to expand their courses. They must offer the merchant and business man a thorough training in the scientific principles underlying his profession. The things to be taught are more important than book-keeping and accounting. Every successful business man knows that his success has been in large measure due to his perception of certain fundamental principles or truths concerning the conditions under which his business has been transacted. He has had to learn these principles by costly experience; often he has been taught them by failure and loss. It is from just such principles of broadest application that the sciences dealing with the 'ordinary business of life,' as Professor Marshall calls them, are built up. It is full time that the University courses of study be so broadened that the young man who intends to enter upon a business career may find a college training of the same practical value to him as the engineer, the physician or the lawyer. Such in a general way is the significance and purpose of the establishment of a course of commercial studies at the University of California."

In an address at a meeting of the Chamber of Commerce in San Francisco, November 29, 1899, President Wheeler said: "California has gone through a history of development. First, it sought its wealth in its hillsides and mines; then, in its central valleys; and suddenly, lo, it has discovered an ocean! The ocean is yours. As surely as the trade routes find their way toward the far East, so surely has California a first part to play in the great work that the next century is preparing for the world. You cannot change the fact, you cannot turn back the shadow that advances on the dial of time. You can only rise to meet the call, which the advancing shadow makes upon you. And it is up to you, gentlemen of San Francisco to meet your opportunity. The University undertakes to help you. It asks you to help it. . . . We are going to have there a school which shall prepare men to aid you in finding out what the world wants. Germany has sent her consuls into the outer world as trade agents. You never found a German consul in a city of Asia Minor who was appointed because he was somebody's man. You find men put into places by the German government because they have been trained to the work. American merchants are going to find out, if they have not already done so, that we have suddenly become an exporting rather than an importing nation."

President Wheeler then stated the functions of the new college as follows: "A school of commerce is simply a differentiation out of the plan of the University. It is simply a differentiation in the organization of the work of the University, which is intended, in the first place, to display what the regular university courses already offer applicable to the subject; in the second place, to lead the way toward a proper supplementing of what is already done. It proposes not alone to fill men with knowledge, not to dress men up, for men who are dressed up with things remain dressed up as they may be, either dummies or scarecrows; but it proposes that they shall be trained in subjects which will naturally lead them into the practice of commercial life, as agents and leaders of commerce. . . We have a great work in this century that is trudging along to meet us, and I want you, with the two universities of the State of California, to grab hold of this twentieth century, restless, turbulent young fellow as he is likely to be, and take him by the nape of the neck and hold him up to his business."

THE BANCROFT LIBRARY

In November 1905 the University came into possession of the Bancroft Library, which was conservatively valued at that time at $250,000. Mr. Hubert Howe Bancroft, the collector of this valuable library, donated $100,000 and gave the University three years in which to pay the $150,000 balance. President Wheeler spoke of this purchase as marking "a great day in the history of the University"—declaring that the library was a mine in which generations of explorers would work. It meant, in his judgment, the inevitable establishment at Berkeley of the center for future research in the history of Western America, the creation of a school of historical study at the University of California, "the emergence of the real university of study and research out of the midst of the colleges of elementary teaching and training."

Before this purchase was made a careful study of the large amount of historical matter in the collection and an estimate of its value were made by Reuben G. Thwaites, the superintendent of the Wisconsin Historical Library, who reported that it would be a serious blow to historical scholarship upon the entire Pacific Coast if the University or the State of California should allow this material to go elsewhere—to the Library of Congress or to some university in the East reaching out after such collections. Superintendent Thwaites stated in his report: "Mr. Bancroft's services to American historical scholarship, in amassing this remarkable array of manuscript and printed sources, entitle his name to be mentioned in connection with those of Force, Draper, Sparks, Prince, George Bancroft, and other great collectors of materials for American history."

University Farm

The University Farm School at Davis in Sacramento County came into operation in January 1909 by virtue of an act of the Legislature in 1905. For forty years the entire work of instruction in the College of Agriculture had been carried on at Berkeley, inclusive of the few opening years in Oakland. Pursuant to that enactment in 1905 a tract of land comprising 779 acres was purchased for $103,290—the Legislature having made an appropriation of $150,000 for land and equipment. Among the first buildings erected for this school were a dormitory and a dining hall. In the dormitory there was a commodious living-room with a large fire-place which it was hoped would prove to be a pleasant and valuable means toward the education of the students.

In an announcement circular it was stated that the purpose was to furnish technical training in agriculture for those persons who did not wish to pursue a college course or were not able to do so. A regular course of study for three years was announced, but it was stated that special students of sufficient maturity and earnestness would be permitted to take such studies as might suit their desires and needs.

The object of the three years' course, it was stated, was to give students an acquaintance primarily with the laws which govern plant and animal production; and secondarily with the methods of argicultural practice. The course was announced as containing studies in all the more important branches of agriculture followed in California; a large proportion of the work was to be done in laboratory, field and shop; most of the time was to be given to technical subjects, but English, mathematics and history were to have place and time.

THE SUMMER SCHOOL

The Summer School had its practical beginning in the year 1900. Instruction had, however, been given during the summer in one of the departments as early as 1891—that of Chemistry. An announcement concerning it stated: "This course is intended primarily for teachers who desire to prepare students for the entrance examinations in elementary chemistry, both in the class room and in the laboratory. Other qualified persons may attend also. A fee of five dollars to cover cost of materials used will be charged."

The next year a course in physics was offered also. In March 1896 a special committee on Summer schools reported to the academic council: "For several years past, instruction in physics and chemistry has been given during the summer months to a steadily increasing number of earnest and competent students. The demand for such instruction still exists, and inquiry has been made also relative to instruction in other subjects. The time seems to have arrived for the university to announce its permanent policy in regard to summer courses. Heretofore the departments of Physics and Chemistry have provided courses without expense for instruction either to the University or the students in attendance. It seems unfair that instructors should be asked to do such work without compensation; and, inasmuch as the funds of the University are not equal to an additional outlay for the expense of summer schools, the only other resource is the imposition of a suitable tuition fee by the University which shall be charged and collected for the benefit of the summer courses."

The committee then recommended that as many summer courses as seemed advisable to the head of each department be offered regularly each summer in that department; that departments willing to provide summer instruction report to the president; that a fee be charged for each course of instruction; and that the board of regents be asked to approve a plan to be framed in accordance with the recommendations.

No decisive action resulting in the opening of a summer school under the full direction and management of the University was taken, however, for three years thereafter. In April 1899 the question had very careful consideration by the academic council, at the request of the regents, growing out of a statement by President Harper of the University of Chicago of the great benefits and desirability of such sessions. The University of Chicago was at that time the sole exemplar of the continuous session plan. Among the problems considered by the academic council in 1899 was the one growing out of the differences of environment and constituency. In a report to the board of regents the council stated: "So far as climatic conditions are concerned we are unquestionably better situated than Chicago for study and instruction during all seasons of the year. But Chicago is in the midst of educational conditions quite different from ours. More than a hundred colleges surround it, and from these and from the population of the whole Mississippi Valley it draws its summer quarter students. What constituency is there from which we may draw our summer quarter students? . . . The statistics seem to show that the students of the summer quarters in Chicago are to a large extent distinct from those of the other quarters, and that comparatively few students prolong the strain of continual mental activity throughout the whole year. Can we fill our class-rooms during the summer quarter with any other persons than public-school teachers? And can we fill them with such persons? Granting that we can, shall we be able to give them the instruction that will be most profitable to them? For, the very object of the four quarter system is to ensure that the summer quarter shall be equivalent to the other quarters. The University must be kept at full working force all the year as regards the ability, if not the number, of the faculty; and the quality, if not the number, of the students."

This consideration being too late for such action as would allow any plan to be put into operation that year such departments as desired to do so offered courses of instruction on the existing plan and the Summer School proper was not established until the following year. In 1899 there was instruction in physics, chemistry, mathematics, history and education. In 1900 was begun that system of summer instruction by professors and instructors selected by the University and guaranteed a definite remuneration—out of which beginning has grown the Summer School as it is today.

Thirty-seven courses were offered that year in these departments: Philosophy, Pedagogy, History and Political Science, Greek, Latin, English, Mathematics, Physics, Chemistry, Botany. Such was the response that thirty-five of the courses were given, and the undertaking somewhat fearsomely entered upon was pronounced "a very great success." The enrollments totaled 433, of which number 90 were college graduates, 55 being from educational institutions other than the University. The receipts being $4,930 and the expenditures only $2,700, the surplus of $1,630 was appropriated to the library, the belief being that it would there be of greatest service to the University as a whole.

By the time four more years had rolled around the University had had on the teaching staff during its summer sessions some of the most eminent teachers of the world, among them being Sir William Ramsey of the University of London, Professor Hugo de Vries of the University of Amsterdam, Professor Svante Arrhenius of the University of Stockholm; and, in our own country Professors Albert Bushnell Hart and George H. Palmer of Harvard as well as other choice men selected from the great universities and colleges all over the continent. And the attendance had mounted from 433 to 913, representing more than one half of the states of the Union.

An interesting relic in the University archives of that beginning and formative period twenty-five years ago is a large advertising poster, two feet by three and a half in size, announcing the great array of talent for 1904 along with a most enticing picture of Strawberry Creek on the campus, an enchanting view of the bay of San Francisco and the Golden Gate, and the recently dedicated Greek Theater with the shadowy, mystical eucalyptus in the background.[1]

Student Self-Government

Gradually, through many years, a very satisfactory system of student self-government has been developed in the University. It dates for its beginning back to the 16th of March, 1887, when "The Associated Students of the Colleges of Letters and of Science" was organized. The aim of this organization was stated at that time to be: "To provide an efficient general government for the student body; displacing the old irregular mass meetings and being provided with requisite machinery, it will take action, whenever deemed necessary, upon all matters pertaining to the welfare of the student body and the University in general. It has assumed control of the gymnasium, field days, athletics, etc." "Blue and Gold" for 1888 announcing this organization remarked that, as a result, "We may soon expect to see a university spirit and that unanimity and harmony of action which alone can bring strength." This came, but it did not come soon.

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[1] The Summer School will have further presentation in a later chapter.

During the years since its inception and during its development student government has had several modifications and improvements. As it is now the administration of it is with an executive committee consisting of the president, vice-president and general manager of the "Associated Students of the University of California," the chairman of the Welfare Council, representatives from the various other councils, the class presidents, a representative at large from the junior and senior women's classes, a faculty and an alumni representative.

In the early years of the University there was manifest from time to time a spirit of individualism and lawlessness and also a continuous class hostility and warfare which partook of primitive and savage periods of life. Frequently students in their lack of restraint made themselves not only a nuisance to the community but became flagrant violators of statutory law—to the destruction of property and the endangering of life.

What were for a time regarded as harmless pranks, or, if held harmful, passed by without summary action of the University authorities or the community, became at length so frequent and so reprehensible as to demand definite decisive action for their curbing.

In September 1902 a crisis was reached. Property belonging to the railroad and street-car corporations, to individual citizens and to the University was appropriated during one of the wild rallies and was damaged and destroyed. A cry went up against such actions from different parts of the state. A leading Los Angeles daily paper remarked: "Ruffianism in one form and another has brought disgrace upon many of our educational institutions. The college rough should enjoy no pretense of being respectable. There should be one law for all and it should be enforced impartially. . . . Public sentiment will approve and sustain whatever repressive measures may be found necessary to stamp out ruffianism in these institutions and the good work should continue until that much-to-be-desired result shall have been attained. There is no good reason also why the college student should not be a gentleman." One of the San Francisco daily papers said: "The state has been generous with its University. It has been proud of it. A day may come when its citizens will tire of paying taxes for the education of hoodlums." President Wheeler was quoted in the newspapers as saying that there was no reason why the law should not take its course. The Student Affairs Committee of the Associated Students of the University met and passed resolutions of condemnation along with a definite statement to the public that such actions must be and would be brought to an end. Money was subscribed by the students to pay for the damages and the affair was settled out of court.

It was in the year 1905 that Student Government assumed that fuller organized form which made possible its development into the satisfactory system of later years. Early in the first semester of the year 1904-'05 a committee was constituted by the A. S. U. C. to devise the best workable plan possible. On the 8th of March 1905 the report of the committee was adopted by a decisive majority and the organized plan was soon under way.

Large credit is given to President Wheeler for this system of government—for its complete organization and its successful working. From the day of his first address to them the students felt that he understood them and would be sympathetic in all his dealings with them.

In his commencement day address in 1918 President Wheeler spoke concerning "Student Self Government" as follows: "Our system of student self government has come to be of late years so thoroughly wrought over into the every-day life of the University that it is taken for granted, is accepted and used, and but little discussed or mentioned. And yet with an unseen power it holds its strong and steadfast sway in the lives and doings of the thousands constituting this community." President Wheeler remarked then that the practical beginning of student self government was linked with the Jim Whipple case in November 1899. "Whipple was captain of the football team and had played in the 'big game' contrary to faculty order. The order had reached him the night before the game. The reason was a deficiency in some one course of study. It was too late to arrange the line. Whipple thought it his duty to go ahead, facing possible expulsion. We won the game and Whipple was a hero. Public opinion among the students regarded it as impossible that such a man should be punished. The faculty, while deploring the situation, felt that the law had been defied and the culprit must suffer the severest punishment. Whipple himself agreed, but said that under like conditions he would do the same thing over again. It was a deadlock between two points of view. A committee composed of leading men of the senior class was then called together by the president [of the University] and the recommendations of that committee were later adopted by the faculty. Some who were humorously inclined reported that Whipple had been suspended during the winter vacation, but it was a matter of fact that he received his degree a half-year late. Punishment and pride, however, all proved to be of small account as compared with the spirit of help and cooperation which took its rise out of the discussion and settlement of this case."

In the earlier years this system of government was frequently spoken of and written of as "Senior Control," because of the leading part which each senior class had in it—it being administered under the leadership of this class.

An article on "The Growth of Student Government in the University," by James Mark Burke of the class of 1908, in the "Daily Californian" for January 1909, had this observation concerning the Whipple case: "This was probably the first instance of recognition of the peculiar importance of the seniors in the University. It contained the germ of the idea later worked out in practical form that the students ought to have and could be trusted with a large share of responsibility in maintaining the general good order of the college community."

It was not, however, until the year 1904 that self government had formal recognition in the action of the faculty, and even then it was a minimum—said President Wheeler in 1918.

In the article in the "Daily Californian" in January 1909 it was remarked: "Too much emphasis cannot be laid on the fact that the seniors never gained any real power until they gave up attempting the role of special policemen and took the attitude of fellow students with the lower classmen—different widely, in that added years at the University had given them basis for truer and better opinion on college affairs. The lower classmen resented assertion of superiority, but they could not resist the influence of the public opinion of the whole student body. What was necessary of course was the cultivation of a healthy active public opinion among the seniors and this was happily provided for by the building of senior hall as a general rendezvous for senior men. At senior hall the students discuss college questions and decide upon them. . . . The permanence and effectiveness of senior control and the sphere of the undergraduate Students' Affairs Committee have never been in doubt since the building of senior hall. That hall placed the senior class in the right attitude. When the public opinion of the senior class asserted itself in support of the movement it was a question of a very short time before the entire University cammunity fell in behind student control as an institution of its own."

"The Big C"

The Big C on the hills back of the campus marks a time when the class spirit began to be supplanted by the University spirit. For many years it was the ambition of each freshman class to place its number on the hill the evening before Charter Day in such manner that it would greet the eyes of the students, the citizens, and the people assembled from near and far on that memorable day for participation in the exercises thereof. It was the determination of the sophomore class to prevent this if possible and the slopes above the campus became an annual battleground. The growing sentiment against Charter Day rushing and an inevitable bitter clash between the sophomores and the freshmen resulted early in March 1904, in a published statement by the faculty member of the Student Affairs Committee, which read: "That there may be no misunderstanding on the part of any student of the University, announcement is made that participation in a Charter Day rush will render such participant subject to dismissal from the University." The day after the issuance of this statement the men of the senior class met and resolved "that the senior men pledge themselves individually and collectively to use their best efforts in support of President Wheeler and the Student Affairs Committee in the definite attitude that they have taken concerning the rush on Charter Hill." An explanatory statement in the "Daily Californian" was: "The prevailing opinion was that the seniors should use their influence against the clash, but they should not appear on Charter Hill and try to prevent the rush by physical force."

There was considerable murmuring and on the quiet some threats of insubordination. On the 14th of March the "Daily Californian" made the editorial declaration: "Rushing is dead." However, words in that connection were: "There are those of us who will weep at its funeral on March 22. With the seniors backing up the expressed wish of the faculty there is but one thing to do—to let the deceased tradition rest in peace. We would have wished that the rush as it existed ten years ago might still have lived on, but conditions changed so that they who should know what is to the best interest of the University ordered its execution." Asking then, "What is to take the place of the rush in the larger universities, the editorial proceeded to set forth what were regarded as the good effects of what was called "the old-time rush": "It has an influence for democracy and unification. Very much of the good feeling of comradeship experienced on our Labor Day was enjoyed by the rushing classmates who struggled together. True, it was the unification of classes rather than of the whole University. . . . The rush furnished an athletic activity attractive to all men. Athletics as conducted now in our larger universities is but for the few picked teams while the very students who most need physical development become stoop-shouldered rooting from backless bleachers. . . . Would that the trite rule, 'the greatest good to the greatest number' might be applied to our athletics."

The editorial needed no answer; it had been answered by much that had transpired before. Sophomores and freshmen gathered soon in separate meetings and then in committee conference meetings and the thirty-sixth anniversary of the University passed without the rush.

Before the Charter Day date drew near in 1905 it was admitted almost without exception that the rush was dead. Something which was called by the "Daily Californian" early in March "An Appropriate Substitute" was found and was commented on as follows: "No matter what may be your personal feelings in this matter we must admit that the inter-class Charter eve rush is dead. . . . The substitute proposed by the sophomores and freshmen, to lay a big concrete "C" on Charter Hill and paint it yellow to the accompaniment of bonfires, speeches and refreshments is not only a graceful means of settling the rush question, but if accepted will in time become a custom more appropriate to the occasion than an annual inter-class fight. Charter Day is the University's birthday. Why should her children celebrate the happy event by tying each other with rope and leaving them in the old canyon for the remainder of the night? A united effort to place the name of our alma mater high upon the hillside where it can be seen from miles around is much more poetic and significant."

The University and the citizens of Berkeley in general were divided in their opinions concerning the proposal. One professor in his protest wrote of the hills of Berkeley and all the hills around San Francisco bay as the common heritage of the people of California. "It is our birthright to look upon them, to watch their passing shadows, to note their response to the fall showers and follow their gradual changes from delicate green through the luxuriant color of spring into the russet hue of summer—that is one of the privileges of being a Californian. To desecrate this scene by a symbol, perfectly worthy in itself and in another place, but entirely unsuited to the gentle beauty of the hills is a blow to the moral rights of the people of California. The egotism of a college community is for the most part pardonable; it is interesting and the world looks at it in an indulgent way, but let us for that very reason have a care not to carry it too far. Here is a college community of perhaps three thousand persons whose fervid zeal for their University blind their native sense of the fitness of things so that to them a cement 'C' on the hills painted yellow once a year is a worthy symbol of their alma mater. On the other hand, here is a community of a hundred thousand people within easy sight of the hills to whom this desecration of nature is an affront, and not for a day but for twenty years of days. Of all institutions in the world a university should stand for only what is best—for the fine ideal of citizenship and conduct. Let three thousand young people live for four years in the contemplation of this kind of vulgarity and the state need not be surprised to find them painting C's upon El Capitan. And why not? Why is it worse? The Berkeley hills are in their way just as fine as the Yosemite; they front the Orient; a thousand times as many people look upon them; our wantonness would be in the eyes of the world. . . Surely our students have enough pride, reverence, manhood, to give up rushing voluntarily rather than barter their supposed privilege for the right to perpetuate a lasting indignity upon themselves, their alma mater, the community and the state."

Another wrote in defense of the proposal: "It seems to me that as a feature of the landscape the 'C' would not be disagreeable as connected with the University and as the work of the students, and would be regarded by visitors as connected with the history of student life at the University. I was entirely in favor of the construction of the stone lodge to the late Professor Le Conte in the midst of the grand scenery of Yosemite. It was built as a monument to his life and ideals and on the spot where he died. In the same way in future years the cement 'C' will be looked upon as a memorial to the classes that built it, and will in its history testify to the abandonment of some of the objectionable features of student life in the sophomore and freshmen classes, and will be linked with the other traditions in the undergraduate world that relate to the elevation of student ideals."

Interviews with other university professors and among the citizens brought out things pro and con. Other locations were suggested and also other structures, such as would beautify some spot on the campus. Nevertheless the plans went on to consummation. A few days before the 22nd the "Daily Californian" commented as follows: "The war of words rages around the concrete 'C' that the lower classes hope to place upon Charter hill—an emblem of peace on the very field where of yore blood-thirsty belligerents were wont to satiate their thirst for human gore. The University has taken sides, the faculty is alarmed, the townspeople have rushed to the defense of their beloved hills. The angel of peace evidently has made a false start. Undoubtedly it is wrong to mar the beauties of nature with advertising signs or other unsightly emblems painted on lofty cliffs; but it is hard to believe that a well-made, clean, concrete 'C' is so ugly as to justify all the opposition. Charter hill will not always be bare as now; the buildings of the greater University are to extend to its summit. By that time the old 'C' will have become an object of reverence and one which by appealing to his peculiar variety of emotion will stir up great waves of loyalty in the breast of the undergraduate of the future. Meanwhile the 'C' will have served its purpose by supplanting the Charter eve rush."

Early Saturday morning, March 20, a long line of sophomores and freshmen began in a drizzling rain the work of passing bags of sand and of cement from man to man up the hillside while others with picks and shovels sturdily pushed forward the preparatory work on the spot selected for the memorial. The women of the two classes did their part by serving a luncheon both appetizing and satisfying in Hearst Hall. The morning drizzle turning into a rain the work was interrupted and actual completion was not secured before the afternoon of Charter Day. Shortly before noon, while Charter Day services were being held in the Greek Theater, when the last wheelbarrow load of rock was dumped an Oski-wow-wow floated down to the Theater and mingled in the air with the ascending words of the address by Professor Henry Van Dyke of Princeton on "Creative Democracy." Before sunset that Charter Day the historic "Big C" was in its permanent setting and in the lower right hand corner a brass plate with the inscription: "In Memory of the Rush Buried by the Classes 1907 and 1908, March 23, 1905. Requiescat in Pace."

The Loss Of Two Early-Day Up-Builders

Early in the first decade of this century the University lost by death two of the men who had been identified with it from the beginning—Joseph LeConte and Martin Kellogg. These men, along with John LeConte who had died in 1891, were preeminently the upbuilders of the University internally from 1875 to 1900. Their work and influence antedated that of Durant and Gilman and they were also their coworkers from 1870 to 1875. The spirit and influence of these men constitute a heritage of which the University should forever be aware. The present generation catches word of it occasionally from men who knew them and worked with them. But for the most part little is known. Joseph LeConte died on the 6th of July, 1901. The tributes which were given him at that time and for several weeks thereafter lie hidden in the newspapers and in the current University publications with which only a very small number of persons have any acquaintance today. From the addresses which were given at a memorial meeting on the 21st of August, 1901, there is room here for only a few fragments. In President Wheeler's brief preliminary remarks there was expression of a thought which gives us entrance to the secret of Dr. LeConte's influence for so many years in the University: "The University of which he was a member with us we recognize beyond a question was not an institution of buildings or of courses or of statutes; and as a member of it he was so much more, so immeasurably much more than professor or geologist or philosopher, that his connection with us and his life among us shine out as brilliant revelations and confirmations of our faith that the things which **are** lie deep behind the things which we touch and see."[2]

Horace Davis, a former president of the University, said then of Professor LeConte: "For thirty years his name has been a tower of strength to the University—not simply for his scientific fame and intellectual attainments but even more for his moral strength and beauty. His life has been woven into thousands of young expanding lives in this western commonwealth, and his cheerful hopes have lighted up their homes. The power of such a life cannot be estimated."

Professor Stringham said on that memorial occasion: "For almost a third of a century we have had the friendship and daily counsel of a man whose thought has been able to penetrate beyond the limitations of traditional opinion and creeds into the regions where intuition and reason may work in harmony together, and to draw from thence for our inspiration some of those eternal verities which make for man's dignity and welfare. Although to the rest of mankind he was also a great teacher and a friendly counsellor (for when Joseph LeConte spoke the world listened) to us, for his colleagues and pupils, he has been more than these. In the class-room, in the council-chamber, in the Philosophical Union, and at the fireside, his thoughts have become our thoughts in a way that others may not know. There have been contacts of thought with thought which strike fire and bring our intellectual and moral enthusiasms to a blaze. There have been the communings of soul with soul in that close intimacy where all affectations and artificialities cease. As he walked back and forth in our midst there was the ever-conscious ever-abiding reality in our hearts that here was being worked out for us, a stimulus to all high endeavor, a reproach to all baser motives, one of humanity's great ideals."

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[2] "The University Chronicle," October 1901.

Speaking of Professor LeConte that memorial day as a scientist, Professor W. E. Ritter remarked that he had been "drawn across the continent to California largely by what he had discerned of the man through his text-book in geology." "But," observed Professor Ritter, "great as was his ability for searching out the hidden truths of nature, greater yet was the gift he had of bringing them into the clear light of day and planting them as seeds to eternal life in the souls of men."

In an article in "The International Monthly" for September, 1901, Professor Josiah Royce of Harvard University told of the eagerness with which as a freshman in the University of California he looked forward to the time when he should reach the level where LeConte's lectures would form a part of his task as a student. Often, he stated, that he would listen, as other students did, near the door of his lecture-room "fascinated by the wonderful quality of his voice, with its marked rhythm of emphasis and inflection, which even to the distant listener suggested already that fine adjustment of the modulations of his speech to the refinements of his thought which was always so characteristic of the man, and so powerful in holding the attention of the student."

Joseph LeConte brought name and fame to the University of California as no other man ever did. No other person in any way, at any time, identified with the University was so widely and so deeply loved—by students, by faculty, by all the close friends of the institution.

It is fitting that his birthday, the 26th of February, should have been selected as University Memorial Day; that one of the beautiful oak trees on the campus should have been named and marked as "LeConte Oak"—in memory of him and his brother; and that jointly also with that eminent brother one of the fine structures erected under the comprehensive building plan should bear and perpetuate his name.

No one can turn the pages of newspapers and magazines or publications of any sort relating to the life of the University and fail to realize that these two men, "Professor Joe" and "Doctor John," as the students delighted in calling them, graced the institution in an exceptional manner.

Professor Kellogg's death occurred on the 26th of August, 1903. Memorial services were held in Hearst Hall on the 19th of September. Commemorative addresses were given by Professors George Holmes Howison, Willard B. Rising, William A. Merrill, and Columbus Bartlett, a member of the board of regents. These addresses, along with one given by Professor Willam Carey Jones on the University Day, February 26, 1904, reveal the spirit of a man not born to die, but to live ever in lives made better by his life and presence.[3]

For the purpose of giving some conception of his spirit consideration is given first to the address by Professor William Carey Jones who stated that Professor Kellogg had such a sustained character that during the thirty-two years of his personal acquaintance with him, some of them years of very close and intimate association, he never observed a single breach in the perfect line, a single tilting in the perfect equipoise of that character. And this, no matter what the trying occasions, which were many. Speaking of his service of forty-three years with the College and the University Professor Jones said that it was throughout a continued and unremitting devotion to duty. "He never deviated from his appointed pathway, either for idle dalliance or to gain some eminence whence by spectacular effect he might win the plaudits of the multitude. Never a factitious or a meretricious act marked the course of his social or professional life. He was absolutely the same, so far as any human eye could see, from hour to hour, from day to day, from year to year. He accepted what he was asked to do; he never sought the opportunity. He was ready habitually to occupy the humble place. If he was asked to be spokesman, to be guide, 'yes,' his simple answer, he would essay that role. For when his selection was fitting he would recognize the fact. His self-abnegation was not owing to self-depreciation. He knew the measure of his powers and felt the possibilities of his success. But he ever acted in accordance with his character. And that is wherein lies the lesson of his life. That is what constitutes him one of the moral pillars of the University."

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[3] "University Chronicle," November 1903; also April 1904.

While thus estimating Professor Kellogg on this memorial occasion, the first after his death, Professor Jones was not unmindful of others who had made large contributions to the University, and he mentioned others whom he called "his coequals of moral service in the up-building of this spiritual temple of California. First, there is the high-minded and philosophic Henry Durant, who planted the modest germ of humane culture here and who lived to see and enjoy for a brief time the fruition of his hopes, and best of all to foresee the larger increase of moral product in the many coming generations. Then there is, secondly, the man whom I personally most revere—John LeConte, twenty years professor, seven years president. Thirdly, the commanding intellect in his day—Horatio Stebbins. And fourthly, the one whose birthday this is (Joseph LeConte). These to my mind are the moral pillars on which the foundations of the University rest."

Turning now to the memorial addresses which were given on the 19th of September, 1903, we find Professor W. A. Merrill of the department of Latin, of which Dr. Kellogg was for so many years the head, saying: "Dr. Kellogg was a Roman. By nature sympathetic with Roman ideals, his character was profoundly affected by his intellectual contact with the works of that great people. . . . Roman order, discipline, thoroughness, and, above all, reverence for law were prominent traits of his character. . . He valued Latin literature less as a basis for grammatical exercise than for its bearing on actual life.

Brave in maintaining essentials although yielding in less important details, even and placid in disposition, he kept himself under with thorough self-control. Whatever went on behind that sphynx-like countenance even his closest friends could only surmise. Self-reverence, self-knowledge, self-control—these led his life to sovereign power. He was willing to listen to every argument, but the decision was his own, and frequently registered without apology or explanation. Systematic in his conduct of life his time was well-ordered. Here again Roman system and order were traits of his character. Never hurried, as provision had been made for each task in its proper sequence, he administered his life so well that even the Censor Cato would have approved."

Speaking concerning him after he had retired from the presidency and had returned to the ranks as a working professor, Professor Merrill's words were: "He learned to command, did command our academic ship; but on his return to the ranks no member of the faculty was more loyal to his president, to his departmental chief, and to the faculty. The slightest expression of wish in departmental matters always met with the first response from him; were any reports or any information called for from members of the staff, his was the first response. None had so delicate a feeling as he for the prerogatives of academic rank."

Reviewing briefly and, in a commendatory way, President Kellogg's administration, Regent Bartlett concluded: "The love of the State for its University, not an idle sentiment but as an appreciation of its power for good, of its ennobling influence on the lives of the men and women who throng its halls, as the creation of good citizens, honors the memory of man far more than graven stone or marble mausoleum. And as one who has been a chief worker toward this end, the name of Martin Kellogg will always be held in grateful and loving memory by every Californian."

Professor George Holmes Howison on that memorial occasion went back in thought to the beginnings of the University and paid deserved tribute not only to Professor Kellogg but to several others who had had prominent part in the laying of the foundations. He said in part:

"It is only a brief two years since we gathered here to honor the memory of Joseph LeConte; and now we are summoned, too soon for our wishes, to note the passing and commemorate the services of Martin Kellogg — the last of the three high spirits to whom the wise judgment of our first board of regents committed the serious task of inaugurating the internal life of the University. John LeConte, Martin Kellogg, Joseph LeConte — these, in the order of their appointment, were the three men, genuine scholars and weighty characters, to whom was intrusted the work of planning and setting in operation the institution which it is no exaggeration to call the most important organ of the spiritual life of this State. Sincere and unreserved can our gratitude be to the regents who by these admirable appointments so truly fulfilled the trust committed to their care. How worthy a triad our three notable founders of the faculties formed! And now that the last of them, after the longest service, has gone from us, we can perhaps make something like a just estimate of his contribution to the great cause which we all have so much at heart."

"In setting out upon this estimate," said Professor Howison," while we give due credit to the part taken by the regents, and even more by the first two presidents, Durant and Gilman, let us not fail to recognize that the real designers and inaugurators of the internal organism of the institution were John LeConte, Martin Kellogg, and Joseph LeConte, acting in sympathetic concert. Nor may we neglect to go in some important regards farther, and realize that Martin Kellogg was the founder of the University and of its interior life in a sense in which neither of his distinguished colleagues was or could be. He was the first and chief connecting link between the University and its forerunner, the College of California." Stating that the University would not have come into existence as the comprehensive home of wide culture and humane research, without the beneficent proposition of the College, and that, in law as well as in settled public opinion, the old College was recognized as the inceptive part of the University, Professor Howison spoke of Professor Kellogg as the one member of the interior body of the University who had belonged to it from its very origin, even from its pre-natal days—for forty-three years "its unceasing builder and its devoted servant."

In thus calling attention to the services rendered by Professor Kellogg, Professor Howison remarked that the part played by Dr. Stebbins, the last president of the board of trustees of the College should not be forgotten—"without whose planning wisdom and public skill the acceptance of the proposals made by the trustees of the College would probably not have been gained from the State." But greatly indebted though the University was to Dr. Stebbins who passing over from the College to the University had exerted as regent a commanding influence for twenty-six years, observed Professor Howison, "Professor Kellogg was our founder in a yet more intimate, a still deeper sense. It was in his person first, though later also in that of President Durant, that the great and vital principle of comprehensive humane culture, essential as the organizing factor in the life of the new institution, passed forward from the narrower field it held in the College into the vastly enlarged one afforded by the University."

Advancing then to the credit due to others for the incorporation into the University of the vital principle of humane culture, Professor Howison said: "Fortunate was it for him, fortunate for us his successors, most fortunate for the State and its coming generations of youth, that his two eminent colleagues, John and Joseph LeConte, though appointed to represent the sciences of Nature, were both men of genuine and disciplined love of Man. Fortunate also was he, and fortunate the University, in having for first president so accomplished a scholar in the large humanities, so penetrating a thinker of the Platonic type, as Henry Durant. The happy and cordial cooperation of these four minds effected the first surveys and the secure opening of the broad roadways which we now possess to an inclusive culture based on sound learning in letters, in science, and in philosophy. It was this that made us a University, a body of scholars *in diversis versati in unum versi;* occupied with things diverse, but all bent on one thing—the fulness of a high human character, with all the enlightenment, all the refinement and all the devotion that goes to its making."

In the course of his memorial address Professor Howison said concerning President Kellogg: "It is only the simple truth to say that he displayed in his office administrative traits of a very high order, and brought to the University various advantages of the utmost importance, during a period grave with many dangers."[4]

AT A GOLDEN MILESTONE

At the Commencement-time in 1910 the University celebrated the Golden Jubilee of the pioneer educational institution which had been its germinal seed. Fifty-seven years had elapsed since the College of California had opened as an academy in Oakland; fifty-five had elapsed since it had been chartered as a college; and fifty since it had passed beyond the preparatory period and had opened its doors for the first college class.

The organic act which made the institution an integral part of the University had made the graduates of the College the graduates of the University and had enrolled on its list of alumni the members of six college classes before it had received its first freshman class in Oakland in September 1869.

In a bulletin announcing this jubilee and the program thereof, by the University in April, 1910, mention was made of the opening of the doors of the College of California, for college work proper, in 1860, and it was stated: "Since that time there has been a continuous course of instruction of college and university grade, under an unbroken line of professors, and with a constantly growing body of students and graduates bound together by common traditions." Statement was made of the action by the College of California in 1867—"to the end that there might be a real university in California," and announcement that it was the purpose of the University to celebrate at the commencement in May the memory of this educational institution "which sacrificed its whole existence for the sake of a larger idea." About that time in 1910 Professor William Carey Jones, dean of the School of Jurisprudence, had an historical article in the "Sunset Magazine" in which he stated:

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[4] Dr. Howison came to the University in 1884 as Professor of Moral and Intellectual Philosophy. Soon after he passed into the other life in November 1916, "The University Chronicle" remarked: "The University of California has lost its greatest teacher." A graduate from Marietta College in 1852 and of Lane Theological Seminary in 1855, with the intent of entering the ministry, he turned to teaching for a time and at length accepted that as his life work. Before coming to California he had been connected with Washington University, Harvard, the Massachusetts Institute of Technology and the University of Michigan.

"The old College was the lineal ancestor of the classical department of the University; . . . it was the source-spring of the idea of a University." Thus in 1910 was there official recognition of the College of California as "the seed-plot," the "incipient germ of the University" — as the regents had declared forty-two years before. The University accordingly arranged for a fitting celebration of that fiftieth anniversary—beginning the preparations many months before the date for it.

By the time the University reached this golden milestone it had in all departments, inclusive of the summer school, an enrollment of 4,520. In the colleges at Berkeley there were 3,334; in the colleges in San Francisco, 563. The summer session enrollment was 819, in which enrollment were some otherwise enrolled. The graduates numbered 14,160.

Representatives of nearly every class were present on this jubilee occasion. In the procession on the campus and along the streets of Berkeley the old College of California bell which had been brought to Berkeley and used by the University for many years had honored place.

Up-Builders Of The College Of California Honored

On that jubilee occasion there was one of the most impressive scenes ever witnessed in the Greek Theater—a scene deeply significant to all who had knowledge of its historic connections. When the time had come that Commencement day for the conferring of the honorary degrees the thousands in attendance arose spontaneously in reverence when a venerable man of beautiful face and stately dignity was escorted by a member of the faculty to the front of the platform for presentation to the president of the University for the degree of LL. D. The person thus to be honored was Samuel Hopkins Willey, one of the foremost of the founders and upbuilders of the College of California—at that time in his 89th year. After the usual brief biographical mention Dr. Willey was addressed by President Wheeler with words which thrilled many a hearer:

"Samuel Hopkins Willey—founder, prophet, seer, beholder! It has been given you to see the hilltop of vision transmuted into the mountain of fulfillment, and a dim-focused future dissolve upon the screen into a firm, clear present. The prayer you offered when the foundations of this commonwealth were laid has found its largest answer through the institution you established. Your life is a bond between our beginning and our present, between your prayer and its answer. Upon you, the foremost benefactor of California, first citizen of the State, I confer the degree of Doctor of Laws."

Although Henry Durant, who had been Dr. Willey's leading co-worker in the founding and upbuilding of the College of California, had not lived to participate in that Golden Jubilee and to hear in commendation of his services for higher education in pioneer days such words as fell that day upon the ears of Dr. Willey, he was, however, gratefully remembered. Among the tributes to Dr. Durant at that point in the history of the College and the University was one of splendid laudation by the Hon. John R. Glasscock, a prominent attorney of Oakland, who had been a member of the class of 1865. In an article preparatory to the day of special celebration Mr. Glasscock said:

"The College of California through whose merger into the University of California was realized the splendid dream of the constitution of '49, was founded practically through the efforts of one man. To speak of the old College or the College School (which was its principal feeder), without referring to Henry Durant would be to enjoy the day without giving credit to the sun. He was the soul of the College—he was the College. In saying this, I am not unmindful of the noble band of men who cheered him on, nor of the fellow-titans, S. H. Willey and Martin Kellogg, who fought the good fight with him, and to whom our undying gratitude goes out. I would speak of one who, in the face of apparently insuperable difficulties, pluckily said, 'Gentlemen, the only way to begin is to begin!' and who straightway opened his school, with three pupils and a three hundred monthly expense account, in a Spanish fandango house on Broadway, in the then hamlet of Oakland; and who accomplished the seemingly impossible in the acquisition of the four blocks on Twelfth Street, Oakland, which gave the foundation for the old College and our University.

"As my recollection goes back over the gulf of years, I recall a tall spare man with a slight stoop and a thin face, a domed forehead, piercing eyes, aquiline nose and firm set mouth. There was in him the fiber of the Covenanter together with that the Covenanter never had—a keen sense of humor that found expression in many and most unexpected forms—as when in the old school (ante-college) days, exasperated beyond endurance at the repeated failure of one of the pupils to master the simplest principles of Latin grammar, he grimly remarked, 'Well, Curtis, if I can't get Latin grammar into your head, there are other parts of your anatomy where I may be more successful.' The blood of the Covenanter was up, but the smile of the Cavalier glinted in his eye. His was a rare and winning personality. To power was added gentleness. With profound scholarship came simplicity and humility. Essentially religious in temperament and by profession (himself a minister of the gospel) the cast-iron of John Calvin found no expression in his love for humanity—he was never hard nor dogmatic. His appeal was not to the God of the Elect, but to an all-loving Father. A deathless courage animated the man, that balked at no obstacle, recognized no defeat, but moved forward, serene and confident of ultimate victory. He was a great teacher. He knew more than he thought he knew. He taught more than he thought he was teaching; for while he gave exhaustively of his knowledge he enveloped college life with an atmosphere that made for character. He never talked from above, but went with the student, hand in hand, up the steps with an enthusiasm that bred enthusiasm in the most lagging. He gave the maturity of his manhood and stripped himself of earthly possessions to make the University possible. As teacher and man there was none other like unto him, except Joseph LeConte. History has made the life of one with non-essential variations the palimpsest of the other. The same sweetness and saneness marked the character of each, the same breadth of outlook, the same mental and moral stature, the same unslakable appetite for knowledge with like power to impart what had been learned, the same gentle dignity that invited and won confidence while it repelled familiarity, the same high gift of unselfish service. Verily the Covenanter and the Huguenot were of one blood.

"This tribute to the memory of Henry Durant grows out of the failure of recorded history to do him full justice, and the peculiar veneration held for him by the men of the sixties. We make no invidious distinctions—there were none to be made—between the characters of those set over us. There was not one who was not loved. The names of such men as Martin Kellogg, Willard B. Rising, Isaac Brayton and S. H. Willey will live wherever letters are known and manhood honored. Their personalities and teachings could not fail to flower in ideals making for human betterment."[5]

Remembered also and frequently spoken of on that jubilee occasion was another who had been prominently identified with the College of California as an up-builder, and who had come to a professorship in the University after spending two years in study at German universities. This was Professor Willard Bradley Rising, who had been at the head of the department of chemistry in the University for thirty-eight years and who had passed into the other life on the 9th of February 1910.

In a memorial paper framed soon after his death a committee of his colleagues [6] said concerning him:

"He witnessed the development of the University from its infancy to its present commanding position. He was one of the creators of its strength. His ideals were broad. He stood for what was best. Fresh from the stimulus of German university life, he insisted that the new institution, far removed from the inspiration of the highest educational influences, should be the equal of any in aim and in accomplishment. He, in company with John and Joseph LeConte, was the pioneer in the science work of the College. He demanded and secured the best equipment for his department. He succeeded in attracting the strongest students to the young University and stimulated them to follow paths that have led in many cases to distinction, both in academic and other fields."

At a memorial service in honor of Professor Rising, March 3, 1910, Professor John Maxwell Stillman of the Chemistry Department in Stanford University, who studied under Professor Rising, gave this testimony: "He opened to our vision higher ideals of scholarship and further goals of endeavor than we had yet known. For my own part it was to this that I owe the determination of my own vocation. He was teacher, counsellor and companion. He gave himself, his time and his sympathetic consideration freely and generously to us. Greater than his influence in lecture or class-room was his influence on the individual in arousing his ambitions and in the encouragement of hgh standards of preparation. He knew the technical literature of his subject, and he showed us how to use it. His own excellent preparation and breadth of knowledge did not permit us to be satisfied with superficial or inadequate equipment."

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[5] "California Alumni Weekly," May 14, 1910.

[6] This committee consisted of Professors C. B. Bradley, Eugene W. Hilgard, William Carey Jones, Bernard Moses and Edmond O'Neil.

Professor Stillman spoke also of the great service rendered by Professor Rising in those trying years of Dr. Gilman's presidency, when he was striving to make sure the future of the University, to get it away from the stifling grip of partisan politics, to establish also high standards of scholarship.

In the address given at that memorial service by Professor Bernard Moses there was a very significant paragraph. Placing Professor Rising in that little group of professors gathered here in the early years of the University, he remarked: "The service which these men rendered is not to be measured by their strictly scientific or literary achievements. Their most important work was to give the University practical form and to determine its intellectual character. Their mature activity belongs to the most critical years of California's educational history; years when there was need of organized effort to perpetuate here the finer traits of civilization, and to provide for the youth born in this state influences and opportunities like those offered by the older communities from which their fathers had come. These early professors had all been educated under a system that laid stress on the humanities and encouraged the cultivation of the human spirit as well as the acquisition of knowledge. They were therefore men with common intellectual sympathies; and whether called to establish instruction in agriculture, physics, geology, chemistry, or literature, they were inspired by a common ideal, and they worked unselfishly and in harmony toward the realization of this ideal." [7]

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[7] "University Chronicle," April 1910.

CHAPTER XXVII.

THE COMPREHENSIVE BUILDING PLAN

Among the things which were especially heartening at the beginning of the century was the comprehensive building plan which stood out soon as a realizable ideal—as something which could be actually accomplished in the not distant future. The movement to this end had been commenced in 1896. On the 14th of December in the year 1900 a general architectural plan was placed in the hands of the regents and was unanimously adopted by them subject to such modifications as might be found necessary later by a self-perpetuating board of supervisors. Without this or some similar movement the University could not have gone forward as it did in the first decades of this century. Events leading up to and following it mark one of the most interesting periods in the history of the University and all are set forth now rather than in part in previous chapters—so that the movement in its inception and in its earlier accomplishment may have connected presentation.

One day in October in 1896 a letter came from Mrs. Phoebe A. Hearst to Regent Reinstein which stated: "My son and I have desired to give some suitable memorial which shall testify to Mr. Hearst's love for and interest in this State, and after having carefully considered the matter we feel that the best memorial would be one which would promote the higher education of its people. And I must confess that the absence of a suitable plan for the University buildings has seemed an obstacle in the way of carrying out some ideas which we have cherished. I feel now so imbued with the importance to the University and to the State of having such a plan that I should be glad to aid in its complete and speedy realization. I may also say that I am the more anxious for this, as I have in contemplation the erection of two buildings, one of them to be the memorial referred to. I would therefore suggest that I be permitted to contribute the funds necessary to obtain, by international competition, plans for the fitting architectural improvement of the University grounds at Berkeley. While I understand from you that such plans can be procured for about fifteen thousand dollars, I desire to say that the success of this enterprise shall not be hampered in any way by a money consideration.[1] I have only one wish in this matter—that the plans adopted should be worthy of the great University whose material home they are to provide for; that they should harmonize with it, and even enhance the beauty of the site whereon this home is to be built; and that they should redound to the glory of the State whose culture and civilization are to be nursed and developed at its University."

The initiative of this architectural plan lay back of that letter. It began to be when Mr. B. R. Maybeck, instructor in drawing, in the early months of that year set forth to Regent Reinstein, a new appointee to the board, some cherished ideas entertained for some time concerning the beautiful University site and the new buildings which must inevitably be placed thereon from time to time in order that the higher educational needs of the State might be met. Devoted to the University, his alma mater, Mr. Reinstein soon became deeply interested in the formulation and promotion of a course of procedure for the accomplishment of the desired end. He entered into correspondence with eminent educators and experienced and prominent architects concerning the desirability of a comprehensive building plan which would as the years went by place on the University grounds buildings not only useful but architecturally beautiful and harmonious in their arrangement and relation. At a meeting of the regents which was held on the 29th of April, 1896, he made a report of his efforts and plea for a comprehensive permanent plan which would result in the rearing gradually on a site held to be the most beautiful university site in the world of buildings "commensurate with the pride and dignity of a great and glorious State—befitting the best and noblest purposes of that State." Beautiful grounds and buildings, he maintained, place the whole University upon a loftier plane and stimulate both students and professors to higher purposes and more earnest endeavor. New and larger buildings, he declared, were an imperative need and the haphazard methods of the past in their rearing should at once and forever be abandoned. Mr. Reinstein quoted Professor Charles Eliot Norton of Harvard as saying in one of the letters received by him: "The value of the influence of noble architecture, simple as it may be, at a great seat of learning, especially in our country, is hardly to be overestimated; and yet it has been either absolutely disregarded at Harvard, or, if recognized, the attempt to secure the buildings that should exert this influence has been little short of total failure. If some great benefactor of the University should arise, ready to do a work that should hand down his name in ever-increasing honor with posterity, he might require the destruction of all the buildings erected in the last half century, and their reconstruction with simple and beautiful design, in mutually helpful, harmonious and effective relations to each other, so that the outward aspect of the University should better consist with its object as a place for the best education of the youth of the nation. Such a superb work is hardly to be expected in this generation, but at some time it must be accomplished by individuals or by public means if the University is ever to fulfill one of its most important functions." In this connection Professor Norton wrote: "No one denies that their surroundings have a subtle and strong, though perhaps unconsciously received influence, upon the dispositions of men. No one denies that culture of the eye in the recognition and appreciation of the beauties of form, color, and proportion is desirable; that the pleasure if not the happiness of life is increased by enjoyment of these things. No one denies that noble and beautiful buildings, in noble association and well designed for the purposes for which they are intended, become more and more impressive from generation to generation as they become more richly invested with associations of human interest. The youth who lives surrounded by beautiful and dignified buildings to which inspiring memories belong cannot but be strongly affected by the constant presence of objects that, while pleasing and refining the eye, cultivate his sense of beauty and arouse not merely poetic emotion but his sympathy with the spirit and generous efforts of his distant predecessors. His inward nature takes on an impress from the outer sight. He may need help at first to discern the expression in the work of the beauty which it embodies, but he needs no help to feel its dignity and venerableness."

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[1] Mrs. Hearst expended finally in this enterprise nearly two hundred thousand dollars.

It was resolved at that meeting of the regents in April, 1896, that the committee on buildings and grounds be instructed to confer with Mr. Maybeck, teacher of architectural drawing, together with the president of the University and the academic council, to immediately prepare a program to be reported to the board of regents for "a permanent and comprehensive plan, to be open to general competition, for a system of buildings to be erected upon the University grounds."

A prospectus was published in English, French and German, and the architects of the world were invited to participate in a preliminary competition from the participators of which selections were to be made of those persons who should be permitted to submit plans for final consideration and award. Four eminent architects, Jean Louis Pascal of Paris, R. Norman Shaw of London, Paul Wallet of Berlin, Walter Cook of New York, and J. B. Reinstein of San Francisco, representing Mrs. Hearst and the board of regents, were chosen as judges.

Probably no other educational institution in the world ever had such widespread advertising as the University of California had because of this building program. Newspapers and magazines all around the world mentioned it and commented on it. "The Spectator," London's great review, observed in 1898, after the plan was well under headway: "On the face of it this is a grand scheme, reminding one of those famous competitions in Italy in which Brunelleschi and Michael Angelo took part. The conception does honor to the nascent citizenship of the Pacific states; it is worthy of a nation whose rich men have already done so much for the higher culture." "The Spectator" covered in its comment the building about that time of what it called "a superb institution", the new Boston Public Library, "adorned by the first artists of the world", and termed this and other events "signs of a reaction against materialism of life." "But there is no surer sign of this", was the declaration, "than the endowment of great schools of learning—of grand universities which shall stand as a protest against the theory that money-making is the end of life and which shall give voice to the claims of the soul. We indulge the hope that the projected 'city of learning' on the slopes of the Pacific has arisen out of a conviction of this kind; we trust that it has grown out of a desire to identify California in the thought of the world with something else than mines, ranches, and newly enriched millionaires."

"Harper's Weekly" stated: "There has never been anything in the history of education or of architecture quite like the competition which the University of California owes to the munificence of Mrs. Hearst." Linking the founding of Stanford University by Leland Stanford with what Mrs. Hearst and others were reported to have in mind for the University of California, "Harper's Weekly" declared: "The multi-millionaires of California have attested their interest in education on a scale which has excited the wonder of mankind."

On one of the great occasions at Oxford the public orator giving the Latin oration said: "To us Oxonians who bear uncomplainingly our poverty and lessened revenues there is brought a report that in California there is already established a university furnished with so great resources that even to the architects (a lavish kind of men) full permission has been given to spare no expense. Amidst the most pleasant hills on an elevated site, commanding a wide sea view, is to be placed a home of Universal Science and a seat of the muses. Here are to be arranged gardens planted with trees of every kind; here are to be built galleries, libraries, theaters, auditoriums; here must be gathered all incitements to learning, all appliances of art, hither will be summoned a multitude of professors and lecturers. It will scarcely be strange, I think, if our Academia adopt the words of Menelaus, deploring the changed fortunes and diminished resources of his house; 'Would that I possessed a third of these things in my halls'."

In September 1898 preliminary plans to the number of 105 were opened for examination in the Royal Museum at Antwerp. The names of the authors were not known to the judges—the aim being to arrive at a conclusion without bias. Eleven of the number were unanimously approved for the final competition.

The successful architects were invited to visit California, and Berkeley especially, and acquaint themselves with the University site and the relation of the institution to the locality and to the State in general. Several accepted the invitation, but the award went, when decision was made, to one who did not make such visit and study—to Monsieur Benard of Paris.

Four other persons or architectural firms were named because of superior excellence of their plans to share in the $15,000 award—Messrs. Howells, Stokes and Hornbostel, of New York; Messrs. Despradell and Codman, of Boston; Messrs. Howard and Cauldwell, of New York; and Messrs. Lord, Hewlett and Hull, of New York.

Mr. Benard's plan was colossal and magnificent, too magnificent to be even entered upon without modification lest the initial outlays should place the University in the dilemma of having to delay unreasonably further necessary construction. But one of its merits was its flexibility. It could be easily modified without damage to the beauty or utility of it. M. Benard came to Berkeley, made a study of the grounds, of the educational needs to be met by the University, acquired knowledge of the probably available resources at an early date, and for a decade or two also, and so altered his plan as to commend it renewedly and increasingly to the judges and the University regents.

When he arrived in New York on his way to California M. Benard stated that it would require eighty million dollars to carry his plan to completion. There was an early widely prevalent idea that the work was to be accomplished in a short period of years, that the old buildings were soon to be destroyed and new stately and elegant edifices in large numbers be brought into existence speedily. Such, however, was not the idea—not at least the sober, conservative idea. Estimates as to time by those who had the matter under the most serious thought varied from ten to twenty years; and the cost estimate ranged from fifteen million to thirty million. At one time a statement, rightly taken to be an authoritative one, was made, that four million dollars had been promised for the construction of buildings, whereas the actual amount was considerably less than a million.

M. Benard's revised plan having been adopted by the regents in December, 1900, steps were taken soon to put it into execution. Mr. John Galen Howard, a member of one of the firms participating in the competition, was engaged by Mrs. Hearst to come to California, draw the plans for and superintend the construction of the Memorial Mining Building. A little later he was made by the University the supervising and executive architect of the whole plan; and soon, then, Professor of Architecture.

However, before this work was begun under Mr. Howard, Mrs. Hearst began for the University another work of untold good and far-reaching influence. Elected a member of the board of regents the latter part of 1897 she became increasingly and continually helpful. In December, 1899, she rented property on the corner of Channing Way and Piedmont Avenue in Berkeley, and arranged to reside there for a few months —desiring to come thus into helpful social contact with the young women students. Some years earlier she had provided several scholarships, realizing $300 a year each, for worthy young women who could not otherwise secure an education. Very soon after she took up temporary residence in Berkeley she caused to be erected adjacent to her home an artistically designed and beautifully furnished building for women students, adapted for social and gymnasia purposes.

So built that it could be moved easily to other ground, section by section, this building was transferred to the University campus the following year and there as Hearst Hall became soon a great social center. In the President's report in November 1902 it was stated: "Hearst Hall has proved itself one of the most useful of all the University's buildings. It has come to be the center of the social life of the women students. There they lunch together, there meet committees, and there are held meetings, concerts, receptions, and college affairs innumerable."

The President's House

The first building on which work was commenced under the Benard plan was the President's Mansion. Ground was broken for this structure on the 12th of May, 1900. On that occasion Mrs. Hearst made remarks as follows: "It is peculiarly fitting that the first official act helping towards the realization of our plans for a greater university should be the laying of a foundation for a home. Around the life of this home must gather those genuine qualities that all will recognize who sit at its fireside; from it must emanate those goodly sympathies that testify without words what is meant by the brotherhood of man; in it must the student find inspiration, and from it must flow those influences most potent in building the spiritual university.

"We who have most at heart the interests of the University of California have no chimerical views in regard to the architectural plans that have been prepared; nor do we overestimate the larger ultimate advantage, far beyond the mere material one, of having in our midst an enduring expansion of beauty and harmony.

"It is our hope that as time brings the opportunity there may rise on these grounds noble buildings ideally adapted to the needs of the ever-broadening domain of thought, investigation and experiment—not merely for erudition but for the preparation that will ennoble it and take the initiative in the intellectual and moral advance of the years to come."

Developing The Architectural Plan

In response to many inquiries concerning the architectural plans and expressions of interest in the whole scheme, Mr. Howard prepared the latter part of the year 1902, an article for publication in which it was stated that rapid headway was being made upon the plans, that there was a long step between the preliminary indication of a scheme and the execution of working drawings; that the plans prepared by M. Emile Benard were only preliminary sketches—making no pretense of being other than that. Although they showed but little more than "the outlines of a scheme", wrote Mr. Howard, "they embodied in a large way the ideas of one of the most brilliant architectural designers of our time—a man who a generation ago won the 'Grand Prix de Rome' with a set of drawings whose charm has rarely been equaled, perhaps never surpassed in the history of the 'Ecole des Beaux Arts'."

Starting from the basis of the plan as presented by M. Benard, Mr. Howard stated that his task seemed to be, essentially, to evolve a scheme for the University which should preserve the fundamental idea of the plans without being so punctilious in that preservation or to allow the plans to impose themselves dogmatically upon actually existing conditions with which they might prove to be out of harmony and with which the original designer might fairly be supposed to have been unfamiliar.

It is in accordance with these ideas that the plans of M. Benard have been carried into execution down through the years. The main axis, designated by Professor Howard, terminated at a point on the ground between the lines of Center Street and University Avenue, if extended, in line with Addison Street. A future generation might take advantage of this, he remarked, and continue the main avenue of the University westward to the bay and to ferry connections with San Francisco by a widened and extended Addison Street and a boulevard cutting across what were then intervening green fields. University Avenue extended had been made the axis by M. Benard. The one fixed by Professor Howard stands today, and in accordance therewith the entrance gate to the University grounds on the west is to be built at a point on Oxford Street opposite the end of Addison.

In that which Professor Howard wrote, the latter part of the year 1902, for publication in the "University Chronicle," there was a paragraph which stands out today with living and ever-living interest. After outlining the beautiful vista along the main axis (as designated on the plans) of the University grounds, "closed in wonderful symmetry by the great hill which uplifts its noble front above the groves," Professor Howard observed: "But best of all, the view westward from the summit is one of absolute repose. The lines and masses of the landscape in foreground, middle ground, and distance, group and balance exquisitely about the axis, and conduct the eye as by an index to the Golden Gate. Never to be forgotten was the expression of one of those most interested in the University's development when this line first came to his attention one fine spring day upon the brow of the hill. The University man was asked to swing his glance like a pendulum from north to south and back again until he felt repose. After a moment he said, 'I find my eye comes to rest at the Golden Gate. The view seems to gravitate to that point. The line hither would seem to be the visual axis of all the countryside as seen from this point.' When he was told that it had been found by dint of exact calculations that the line of natural cleavage of the University grounds tallied precisely with that of that visual axis, 'Why,' said he, 'it is enough to make one superstitious.' And indeed there is something profoundly affecting in this oneness of the far-reaching vision and the hard, cold facts of unrelenting topography. What a field here for a flight of symbolic poetry! The boundless waste of the Pacific cloven by the axis of the University and brought into the system of its actual architectural composition! What vast horizons open to the mind's eye beyond that wondrous passage to the sea! What far oriental realms lie ready there for Alma Mater's peaceful and beneficent conquest!"

More earnest consideration was given to the site for the Library, probably, than to that for any other building. M. Benard had located it at or near the corner of Oxford Street and Hearst Avenue. Professor Howard said concerning this site that artistically it had advantages, that the building necessarily would be one of the most impressive and beautiful to be erected, and that it would unquestionably give a fine impression and effect as people entered the University grounds from that part of Barkeley. But that proposed site was not and never could be central, and a library should be centrally located. In nearly all the plans for great seats of learning which had been recently developed the library had been given a central location —notably so at Columbia, it was said, where it formed the dominant architectural feature, around which in proximity were all the other academic buildings.

Several locations for the Library were suggested and considered—among them one immediately in front of the existing building, a commanding location, but at a disadvantage in the arranging so as to preserve the main lines and vistas of the general composition; but at that time in the development of the plans everything it was stated indicated a spot just west of North Hall and south of the botanical garden, which was a few months later chosen as the site.

THE GREEK THEATER

The first structure which was ready for use under the architectural plan, as modified by Mr. Howard, was the Greek Theater. This structure, which was dedicated in September 1903, and which has been of immense worth in the life of the University down through the years, dates for its inception back to 1894 when the graduating class of that year held its class-day exercises in what was at that time a newly-discovered old-time hollow in the hills—new to the students in general because of its distance from the University buildings, and up to that time without any suggestiveness of its splendid suitableness for the uses which began then to be made of it. Dissatisfied with Co-ed Canyon, where it had been the custom to hold the class-day exercises, the class of 1894 searched for and found this ideal spot away up in the hills and christened it "Ben Weed's Ampitheater" — in honor of the discoverer. There, seated on the sloping hillside and on the flat parts of the ampitheater, the attending spectators witnessed a play formulated in conformity with the tribunal meetings of fraternal societies in Europe in the Middle Ages. When President Wheeler several years later, saw the old hollow for the first time it stood out before him as a Greek Theater in embryo. Mrs. Hearst's attention was called to the place and its possibilities, and it was due to a suggestion by her son, William Randolph Hearst, that the long-time, far-famed Greek Theater came into existence on the hills of Berkeley.

Speaking concerning this structure after it had taken architectural form at the hands of Professor John Galen Howard, Mr. Hearst remarked: "I am interested in this University and want to help it. This is no great thing, but it seemed to be a need, and I am glad to supply it. I hope to be able to do more for the University in the future. I am particularly glad that the building takes the form of an ancient classical structure, for this accords with my own personal interest in the classics."

In an address given by Mr. Howard on the day of dedication, September 24, 1903, it was stated: "The building springs, like the democracy of the soil, out of the earth itself, of which it forms a part. In its erection we have returned well-nigh to the primitive methods of historic times and have built our house of mud. . . . We have essayed to come close to nature also in the very lines of our conception. We have taken our cue from the old-time hollow in the hills which all men know as Ben Weed's Ampitheater; and we have done as little as might be to change it, in bringing order out of its irregularities, stateliness out of its suggested opportunities."

"The University has long stood in sore need of an auditorium ample enough for its great meetings and the celebration of its chief festivals," said President Wheeler that glad dedication day. "Once it has used a huge tent, and the winds sported with its roofing and would have none of it: once and again it tried the gymnasium, and the roof sported with the speaker's words till the wind bore them away; twice at least for the University's annual festival and repeatedly for others, it has trusted itself to the open California sky, and not having been deceived has learned that the Greeks of the West must follow the Greeks of the East. But temporary building for each occasion involved expense, toil and danger. A permanent structure was our great need, and help for our need came from a source hard by, whence timely help has come before."

Mentioning the uses to which the old hollow had been given for several years in the appropriating of the hillside and hollow to mystic rites and as a spot to be "a temenos of Dionysos", President Wheeler observed informingly: "In building our theater on a site already dedicated we follow an ancient and honorable precedent. A hundred years before the old Athenians made the beginning of a permanent structure on the spot where now rest the glorious ruins of their theater, the people had been used to assemble on the hillside overlooking the old orchestra, the dancing circle at the southeastern foot of the Acropolis, to see the choral dance and hear the plays of Phrynichus and Aeschylus and Sophocles, of Cratinus, Eupolis, and Aristophanes. As time went on they built for the spectators seats of wood—'ikria,' they called them; they were veritable bleachers in the fact; and as bleachers often do, these once at least collapsed, and once notably during an unusually interesting performance of a play of Aeschylus—an occasion which set people a thinking as well as smarting and turned their thoughts in the absence of Portland cement toward seats of stone. They built or tried to build at various times, but not until the drama was well toward the completion of its second century of residence in Athens did the good times of Lycurgus bring the stable building which after centuries of goodly use we now identify as the Dyonysiae Theater of Athens."

The Hearst Memorial Mining Building

The corner stone of the Hearst Memorial Mining Building, the first great educational structure to be erected on the University grounds under the comprehensive building plan which the generosity of Mrs. Hearst had made possible, was laid on the 18th of November, 1902.

Speaking of the Mining Building as a memorial to the late Senator Hearst, President Wheeler said: "It assumes first of all the form of a bounteous gift to the State—to the State within whose borders the keenest activities of Mr. Hearst's life were exercised, to the State under whose shelter his fortune was assembled and solidified, to the State which honored him with a most dignified office and confided to his keeping most important trusts. It assumes in the second place, the form of a contribution to the service of that technical profession of which he was one of the earliest and one of the most skillful practitioners. Its mission will be to raise and liberalize that profession by freeing it ever more and more from slavery to the rule of thumb and the wastes of amateurism, and placing it ever more and more under the rule of intelligence and within the sovereignty of reason. It assumes in the third place the form of a largess to the public school system of the State, a system which offers to the youth of the State from every level of condition and estate the free opportunity to shake themselves loose from the bonds of tradition, class and birth, and rise to the place their industry and native worth may rightly claim for them, even leadership among the sons of men.

"And last of all this memorial assumes the form of a benediction to society, a promotion of the social weal. Out of the seething ebb and flow of shifting public interest, in the midst of the vain and transient cries of market-place and forum arise the solid walls, the stern, clean pillars of the University to vindicate in the name of that assembled and clarified knowledge we call science, of that harmony of form we call art, and of that digest of experience we call history, the steadiness and order of human life, and to proclaim that man liveth not by bread alone, and that it is the things of mind and spirit which are eternal."

The construction of this building was slow and it was not until August 1907 that it was dedicated for the purposes for which it had been designed. On that dedication day Professor Samuel Benedict Christy, dean of the College of Mining, who had had large part in the steps which led to that consummation, said: "Deep rooted in the eternal hills this memorial to Senator Hearst lifts its noble head into the luminous air and stands in simple dignity, beauty, and strength. Hewn from the solid granite of our own Sierra Nevada mountains, moulded from the plastic clay of our own valleys, bound together with bonds of steel, designed with consummate skill and executed by hands that loved their work, it went through the great earthquake absolutely unscathed — as if nature herself had marked it with her approbation."

Professor John Galen Howard, the architect, spoke of what he had in mind as he designed the building which he aspired to make both useful and beautiful: "Our dearest wish has been that it should be able to brave these times and the times to come with a front modest yet frank,—simple, clean, sterling, permanent;—beautiful in its own sincere and reticent way, though devoid of anything remotely suggestive of overdoing in the way of ornament or pompous grouping of its parts;—its poetic message stripped of verbiage;—classic to the core; yet classic of that primitive type which might almost be called archaic, were it not that it is quickened by the breath of modern life."

The symbolic intent of the work was appealingly summed up, said Professor Howard, in Robert Aitken's "superb corbels of sculptured granite" adorning the front. "Upon the west the primal elements; upon the east the eternal forces; and in the center, fresh, mysterious, pure,—emerging from the vague of chaos, the ideal arts, the flower of life."

The Memorial Library Building

Among the buildings which began soon to take shape on the University grounds under the modified architectural plan was the Doe Library—yet an unfinished building interiorally, although nearly one and a half million dollars have been expended on it, but nevertheless for many years more extensively serviceable and more widely influential than any other of the University structures. On the occasion of the dedication of this new edifice Herbert Putnam, Librarian of Congress, declared that of all departments of a University there was none other that could rank in service with the Library, "which conserves and makes available the thought and capitalizes the experience of all mankind." "It is, indeed, no mere department", said Mr. Putnam, "but the common meeting ground of all departments, and unifying influence among all."

The central and most appropriate site of the Library building was designated in 1903, but it was not until 1904 that the way began to open up for its construction. This came about through the beneficence of Mr. Charles Franklin Doe, one of the pioneers given by New England to California and who in gratitude for what the State had been to him desired to make some perpetual return therefor. A great lover of books, aware of the educational value of libraries, he made bequest of twenty-four percent of his estate for the construction of a fitting home for such books as the University had then and should have through succeeding years. The gift, which amounted to nearly seven hundred and fifty thousand dollars by the time it was being made use of in the work of construction, was without conditions. It was the board of regents, not the donor, who suggested and chose the name—the Charles Franklin Doe Memorial Library.

Mr. J. C. Rowell, the Librarian, said in a brief address: "The occasion is joyful, yet solemn. We are the recipient of a great gift, involving correspondingly great responsibility. Like the servant who received ten talents, we also shall be required to exercise wise stewardship. And while today our thought naturally centers upon the grand material structure soon to rise, upon these steel-ribbed granite walls resting so firmly upon their immovable foundations, the idea of function and future use inevitably come to mind. Like the University, conservator and disseminator of truth, the library is universal in scope. Upon endless ranges of shelves are to be gathered, by no niggard hand, the sources of all knowledge, of all arts, all sciences, all philosophies, all humanities,—inexhaustible as fathomless oceans. Not content with supplying amplest material for research the library will counsel, comfort, stimulate, and inspire. Like an unfaltering heart, pulsing its warm, rich, life-giving waves, it will send its energy and strength unto the uttermost parts. It will be foremost among the agencies that seek to educate, refine and ennoble."

President Benjamin Ide Wheeler then addressed the corner stone as if it were a conscious being: "Stand here square and true throughout the generations to serve the life of men: to encourage and confirm the true; to defeat malice and the lie; to shelter those zeals which conserve, upbuild, unfold; to restrain the hands of such as would destroy, pervert, or waste the stored-up substance and experience of the ages; to make men understand each other by learning one of the other; to dissolve the barriers of prejudice between nations, bloods, and creeds, and bring men to sit down together as the sons of God."

BOALT HALL

In 1911 Boalt Memorial Hall of Law took its place as one of the permanent buildings under the comprehensive architectural plan. In 1906 a gift of $100,000 was made by Mrs. John H. Boalt, for a law building in memory of her deceased husband.

The regents of the University decided not long thereafter to erect a building at a cost of $150,000. At a meeting in May 1908 of the Bench and Bar of San Francisco, which was attended by the president of the University and members of the department of jurisprudence, it was voted to ask the lawyers of the State to assist in the building of this much needed edifice. An executive committee consisting of the Chief Justice of the Supreme Court and other eminent judges and practicing attorneys was appointed to carry the project forward to success as "one of vital importance to California."

A circular was prepared and distributed among the lawyers throughout the State in which it was said: "California must create a great School of Law and leadership. The University of California will build this School of Law on the campus at Berkeley. Boalt Hall will house it. The Lawyer's Memorial Hall will be the living center—the heart of the School of Law." It was stated that the aim was "to create not merely a law department of good standing, but a center of legal education of the highest rank—a Harvard and Columbia of the West; and more—drawing a student body from the western half of the continent, training future leaders in the community, giving special consideration to the special development of the law of the states this side of the Rockies."

The Memorial Hall, it was stated, was to be "a working center, along the walls of which would be a large library, in which hall would concentrate the daily life of the school. In this center, adjacent to which would be the offices of the professors, students and professors were to be in close association. "Here is to grow the high purpose, the high standard of legal honor, and the spirit of devotion to the public welfare that is to mark this School of Law from its foundation, for its distinctive purpose is to do more than prepare attorneys for practice; it is to train leaders in democracy, and men of the law with the highest standards of honor the profession should cherish."

There was adequate response to this presentation and Boalt Hall began soon to take form on the University campus immediately south of California Hall—the administration building. On the occasion of the dedication of the building, which was the 28th of April, 1911, Professor William Carey Jones remarked: "That it should be characterized by strength and permanence is becoming the supreme intellectual and moral purpose which the building subserves." And he pledged then to the donors and to the State the combined efforts of faculty and students to cultivate and promote in the halls of the marble edifice, and outside in forum and mart, "that law whose wisdom, in the words of Lord Coke, is wiser than any man's wisdom."

Charles S. Wheeler, one of the regents and an attorney who was one of the leaders in securing the desired aid from the Bench and Bar, said on that occasion: "It is fitting that this institution, destined to have so important an influence in the affairs of the State and Nation should bear the name of Boalt—Judge John Henry Boalt! Robert Louis Stevenson said of him that he was the highest type of the American gentleman that he had ever met. Lawyers would say of him, that he was one of the highest types of the American lawyer to be met with throughout the length and breadth of this land. This building, in the largest sense, is erected with a part of the earnings of a lifetime of honorable service, in an honorable profession. Not one dollar has gone into it that was not earned in the full open sunlight of honorable professional practice. The man whose name this building bears was the heir of all the ages. He loved art; he loved letters; he loved music; but, above all, he loved mankind. His philosophy was of the hopeful and optimistic sort. There was no despair in it. His name should stand as an inspiration for every man who passes through these doors. Let it be our fond hope and our earnest prayer that in the years to come, through the integrity, through the character, through the patriotism, through the preparedness of its men to carry on the work of the fathers for the preservation of this land—that through these results the name of John Henry Boalt will live on and on."

AGRICULTURAL HALL

It was a day of rejoicing in University circles when, on the 20th of November, 1912, a fine new building, costing approximately $200,000, the fifth under the comprehensive building plan, was dedicated for the use of the College of Agriculture. Long time such a structure had been greatly needed. The College of Agriculture began its work in Berkeley in 1873 in South Hall, originally intended to a large extent for the purposes of that department, having carved on its gable ends sheaves of cereals and fruit; but fair allotment, all things considered, of the available room, necessitated its assignment to a part of the basement where it remained for fourteen years. The prolonged agitation for the separation of the College of Agriculture from the other colleges at Berkeley and its location elsewhere prevented for many years any legislative appropriation for an adequate building. When finally an appropriation was secured through the special influence of the viticulturists in order that there might be experimental work in the interests of their industry it was found to be so inadequate that only the first story of a building could be erected, which with a temporary roof of felt was commented on as "the rump" by a visiting legislative committee the following year which took steps for an additional appropriation for its completion and modest furnishing. This building, a piecemeal one, was burned in 1897 down to the first story; rebuilt with some enlargement it had served the department of agriculture as best it could down to that dedication day in November 1912. Owing to the dissatisfaction in certain circles to the administration by the regents of the affairs of this department, and the probability that it would still be impossible to secure an appropriation by the Legislature for the much needed building, the regents had appropriated the necessary amount out of the general fund.

As he looked rejoicingly on the new edifice that dedication day Professor Hilgard said: "This accomplished fact before us I hail as the final happy termination of the forty-years' contention for the principle of having the University educate, in the man, the leaders, experts and teachers who are to carry the principles and practices of rational agriculture to the farmers at large, and to the public schools. That this must ultimately be done through the agency of the secondary schools, gradually working down into the graded schools, is an obvious proposition which is happily emphasized by the introduction into Congress of the 'Lever Bill' providing for extension teaching in agriculture, and by the broader bill of Mr. Page, again of Vermont, providing both for extension teaching and for that in high and lower schools—thus going to the very root of the matter of the agricultural education of the masses of the farmers' boys and girls, only a few of whom can go to an agricultural college. I hail with intense satisfaction this consummation devoutly to be wished, of which the establishment of the Farm School at Davis is the beginning, which I trust will be greatly extended and multiplied by the new dean and director whom we welcome today. Whether separate agricultural schools or adjuncts to high schools be preferable, the movement for popular agricultural education has now gathered such force that, like other revolutions, it cannot go backward, but will gain additional momentum from year to year."

Wheeler Hall

So urgent for several years had been the need for additional classrooms and other additional facilities in buildings that an initiative measure for a bond issue of $1,800,000 was framed and submitted to the vote of the people in 1914. In order that the endeavor to secure thus the needed funds should not fail a carefully arranged campaign was planned by means of which all necessary information might be conveyed to the people.

North Hall, the first of the University buildings to be completed forty-one years before that date, came under fire immediately. During those years it had worked itself into the affections of students and professors as no other building had. However one day in October, 1914, the "California Alumni Weekly" came out with this broadside: "North Hall is the ugliest, the best known and the most used building on the University of California campus. For forty-one years it has housed the students and their activities and has been the home of many of their traditions. But the dingy old red building has long since served its purpose and is now an eyesore—inadequate and unsafe. It is a four story structure built entirely of wood. Three stories are used for classroom purposes, while on the ground floor are the Associated Students' bookstore, the 'Joint', where the men buy hot-dogs and cornucopias, the women's rooms and the offices of the student publications. The south steps are sacred to the sophomore men, while near by is the senior bench for the upper classmen. North Hall is the general meeting place of the students; only those who have attended the University or who are familiar with it realize to what an extent it is the center of the college community. Nearly every hour of the day one thousand students crowd into the twenty-five classrooms. Almost every student has at least one class there. . . . The classrooms are small, dark and inconvenient. They are heated by coal stoves; gas is used for lighting purposes, and there is no system of ventilation."

It was declared further that in addition to the discomforts thus made evident the professors because of the inadequate room accommodations had found it necessary to divide their classes, teach therefore overtime and have no time left for personal consultations which were very valuable to the students.

Attention was called to the unsafe condition of the building, old and shaky though reinforced several times by added timber. It was characterized then as a veritable firetrap.

It was shown during this campaign that the number of classrooms had increased between 1899 and 1914 only from 52 to 64 while the number of students in attendance had increased from 1,565 to 5,265.

The people were informed also that donations by citizens for the construction of University buildings, down to 1914, had amounted to two-thirds of the total sum thus expended; that aside from the first two buildings, erected in 1872, the State had contributed in no large way for building purposes except for California Hall and Agricultural Hall — approximately

$500,000; that the Mining Building, Boalt Hall and the Library had come into existence through gifts totaling two and a half times the amount furnished by the State for such purposes.

The bond measure was adopted by a large majority at the November election in 1914. Later the $1,800,000 was segregated and approximately $700,000 was designated for the new hall for instruction, to be named Benjamin Ide Wheeler Hall; $525,000 for the completion of the Library; $350,000 for an annex to the Agricultural Building; $160,000 for Chemistry Building.

Wheeler Hall was soon under headway; it was pushed rapidly to completion and was ready for use in January 1917. At the time of the laying of the cornerstone, March 23, 1916, Professor Armin O. Leuschner, representing the faculty, said: "The first building erected by the State on the permanent plan as a home for its students stands there below us to the northwest and with eminent fitness is named after our glorious State—California Hall. But now the faculties of the University rejoice over and concur in the happy decision of the regents to name this new permanent building Benjamin Ide Wheeler Hall in honor of the man with whose coming the University entered upon an era of permanence in the service of American civilization."

Representing the board of regents, Mr. John Britton remarked: "Within the boundaries of the campus of this University there have been many buildings erected, following the plan evolved by that most wonderful of all women, Mrs. Phoebe Apperson Hearst, but there will be no building around which more pleasant memories of association could cluster than this building that we today are honoring by conferring upon it the title of Benjamin Ide Wheeler Hall."

Oscar Sutro, president of the Alumni Association, representing 12,000 loyal members, thinking retrospectively and prospectively, said at that cornerstone laying: "And now North Hall goes, Wheeler Hall comes. Dear old North Hall! whose very steps are carpeted with memories and traditions. Emblematic is old North Hall of the old University of California, of its intimacies, its plainness, its crudities, its democracy. Emblematic of the growth and increasing splendor of the University is its successor, Wheeler Hall. I might say, 'The king is dead. Long live the king!' But North Hall lived, not merely in its rickety old walls, but in its traditions and recollections, and these we of the alumni now house anew in Wheeler Hall, stately and beautiful, and soon to grow to its place together with the hills and oaks of Berkeley in the hearts of the loving sons and daughters of California. For California alumni I fondly paraphrase the prediction that stars will grow cold before this building shall have ceased to be, and the noble work to which it is consecrated shall have been finished."

On that occasion President Wheeler's remarks, after the cornerstone had been laid, were: "The typical activity of a university is teaching—but teaching inspired by fresh thinking. The buildings of a university are of two sorts: on the one hand library and laboratory, on the other the halls of instruction. The laboratories for the sciences and the library for the humanities yield the oxygen of the university life. Back to back with the library and its seminaries representing discovery stands this new building representing teaching. Research and teaching—we must have them both and have them blended. Teaching without the quickening force of discovery will soon grow stale. Research, without telling its story to the quickening of others, and without embedding its lessons into the uses of human society, will grow selfish and die by the hand of its own zeal. Here in this stately hall, for centuries to come, each generation will transmit to its successors the lessons of the past; here, by the contagion of sympathy, each generation will inspire its sons and daughters to nobler living; here by the mystery of inspiration, vision shall awaken vision and personality shall give its spiritual lifeblood to the handing on of life, like as fire by the handing on of the racer's torch. Go now to thy place, old stone! Take up thy long burden of the years!"

Without ceremony the work which had been carried on for forty-four years in North Hall was transferred to Wheeler Hall at the opening of the semester in January, 1917. Forsaken then the faithful old building was given still a short lease of life—the first shattering stroke coming at the Commencement time a few months later.

The erection of Wheeler Hall was a great relief. North Hall had thirty-nine classrooms; Wheeler Hall had sixty-two.

North Hall accommodated 1,312 students; Wheeler Hall accommodated 4,899. North Hall had eleven offices; Wheeler Hall had forty-seven. The area of North Hall in square feet was 19,317; of Wheeler Hall, 59,199.

In his report, under date of December 13,1916, President Wheeler stated: "The provision of professors' offices will, we hope, introduce a new feature into our community life and a new spirit and possibility into the relations of the teaching force to the life of the University. Heretofore many of the teaching staff, especially the younger instructors after attending their classes, having no place of shelter which they could call their own, have wandered back to their homes and sundered themselves thereby unwittingly or unwillingly from the atmosphere of the place—losing thereby and being lost. The experience of the School of Jurisprudence since the provision of teachers' offices in Boalt Hall is strongly in point. The whole spirit of the school has been elevated by the continuous presence of the professors in their offices."

The new buildings taken altogether, it was remarked, would provide by the beginning of the next academic year 116 such rooms—Wheeler Hall providing 47; the University Library, 22; Hilgard Hall, 47; each of these accommodating at least two professors.

The Passing Of North Hall

In an article in "The California Alumni Fortnightly" for May, 1917, on "The Passing of North Hall", it was observed: "North Hall housed the colleges of the humanities, and the administrative offices. It was in North Hall that the early pioneers of this tremendous university fought their battles with poor equipment, scanty funds, misinformed legislatures, embittered slanderers, and short-sighted arguers for expediency; it was here that the classes of twelve and twenty and thirty-five took on greater numbers, became individual units and evolved the 'esprit' of student life and student government. Here indeed was the burning spirit of the University. What wonder that North Hall persisted as the center of campus life, even after the great white buildings dispossessed her one by one of her other gifts, and long after the students ceased to know why they gathered about her.

"Now, with the completion of the great white Wheeler Hall, in January, there has come the final doom of North Hall. For five months she has stood a blank, dumb building, rattling faintly with gusts of wind or with the thundering of a sight-seeing truck on its way to the white Hearst Mining Building. Facing her is the supreme beauty of the Sather Tower, with its brick terraces and formal gardens. At her very heels is the great granite Library; and crowding up to her on the south, seeming even to cut her off from her old sister, South Hall, is the tremendous pile of Wheeler Hall. These are dignified structures — imbued with grace and stern beauty. In her youth, North Hall was never beautiful to the eye; could claim even then only beauty of the spirit; and these new buildings all lead away from her with an insistence not to be denied. The Library looks to the north, and down to California Hall; Wheeler Hall gives forth directly upon Sather Gate and Telegraph Avenue. The students are dropping away from the old building not only as a center of class exercise but as a center of their campus life as well. Feeble groups still linger about the steps, a weak effort to gather at the 'Coop' is still evident. But there is no orientation to her doors; there is a very palpable scattering in a dozen directions. She is an old, dead building; pitifully silent, she waits for destruction." [2]

The experiences and feelings of many persons at that time had expression in the April number of "The Occident"—one of the University publications [3]; "Always the old order changeth, giving place to the new! . . . In the march of progress toward the 'Greater University' concerning which we hear so much in these days, 'taps' has sounded for venerable North Hall; and who of us who has spent even one semester within its rickety old walls can watch its passing without regret? Even though it has long been a common diversion, when sitting on the third floor awaiting a class, to speculate on our small hope of escape in case of fire or earthquake, I for my part shall be truly sorry to see it go. This is perhaps a painful admission, a symptom of a bad attack of foolish sentimentality; but I am so ill of my malady that I have ceased to care.

"North Hall, that ragged tottering beggar, clutching about it the scanty veil of trailing vines to hide its disreputable Mid-Victorian, or late Georgian (or is it its 'Just-American?') architecture among the haughty white granites, cast in Hellenic or Italian mold, which glow on every side! North Hall is ugly, unsafe, and inadequate, they tell us; and its scaling paint, loose joints, and crowded corridors have verified all the charges. Besides, steam heat and fire-proof walls are the order of the day; and so, why profess a fondness for a crazy pile of wood and plaster that has quite lived out its usefulness? Yes, why?"

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[2] Deborah Hathaway Calkins.

[3] Bernice Smith.

Telling then how North Hall became at once the heart of the University when it opened in Berkeley in 1873 and in what manner the building had continued to be that for forty-four years, the observation of the writer of the article was: "To walk today up past California Hall and the great Library and then come upon North Hall gives one an excellent example of anti-climax; but in the 'seventies' North Hall looked its part. The largest building on the campus, of most popular architecture, and painted a rich cream-white, it crowned the long grassy slope on the west and stood out as a landmark against the dull hills to the East, easily dominating the campus—from the tiny cottages set off in a group of trees, where College Avenue now begins, to the infant eucalyptus trees to the north and west. From the hills, also, against a background of broad, tilled fields, with scattered farm houses, and the gleaming bay beyond, it loomed large and imposing. Those were proud days for North Hall! We are told that an Oxonian, fresh from the ideals of the European universities, stood on the steps of Bacon Library, looking off toward the Golden Gate, and said, 'A noble building, that upon the right; where did you get the stone for it?'

"Even when Harmon Gymnasium and the Civil Engineering and the Mechanics' buildings rose, North Hall's supremacy was undisturbed. Its first misfortune seems to have come when it was painted a bright brick-red. It was startlingly glaring and most distasteful to everyone; but weather and Virginia creeper combined to modify its hue, and gradually the disapproval cooled. Its second indignity came when the broad steps on the west were torn away and their place taken by narrow back stairs."

However, "in the glorious company of the buildings of the new plan North Hall does not hang down its head. It stands serene and sturdy still, rich in scholastic traditions and the essence of great presences—for all its shabbiness, for all its neglect and disrepute, the heart, still, of the University!

"No, I do not shrink from being seen gazing upon this battered veteran, although running the risk thereby of being thought enamored of its queer little top-story windows and its ridiculously old-fashioned 'trimmings'; nor have I even minded being swung about in the mighty streams which burst from its narrow doorways at the sound of the clock on Bacon; for by these presents, when North Hall's ugliness and discomforts are but memories, I shall feel my place in the old regime, shall feel that I have somehow touched hands with those of the high hopes, the aspirations, the living faith, from which have sprung California's glory and her secure future."

Commencement week, 1917, marked the beginning of the demolishing of North Hall. In its pilgrimage that year the senior class paused before it a short time and President Wheeler as a token of what was soon to come pushed over the already loosened steps. A little later at exercises held in the assembly room of Wheeler Hall, the president of the Alumni Association, Oscar Sutro of the class of 1894, said:

"We of the alumni hope to see this building dedicated to the liberal arts and the humanities which were so warmly nourished in North Hall, and to the sciences too; but first of all and last of all, to the science that makes life more generous and which ennobles. This rich building symbolizes the union of our material prosperity and our spiritual progress and intellectual strivings. The efforts of the sons of our alma mater helped to build it. It is as if the sons of Berkeley gathered their forces, returning from prosperous walks, and came to alma mater sitting here in her old black silk and invested her with this new and more splendid raiment."

President Wheeler said then: "Old North Hall goes, but in the ordinary, plain transmigration, here comes the life of the Oakland College, brought in and given place and home in this building. May this building stand always for a generous culture, noble training—a training that shall have in it not so much of the work-a-day and the assigned as the stimulus of personality. May this building take over the soul of North Hall and be the abiding place of spiritual sociability and be also the place where education shall thrive in the sense of the transference of personality, like the torch of the racers, pass from hand to hand and from man to man."

Many that day lived again the years of their lives at the University—especially so when its Nestor, Colonel George C. Edwards, who had been with it for forty-four years as student and professor, spoke reminiscently and graphically:

"At the time the building of North Hall was determined upon, the University was in Oakland. The class in surveying, of which I was a member, came out here to Berkeley and set the stakes for this building. My class (1873) took formal possession of these grounds and of this building on the occasion of our graduation. The exercises were held in the Assembly Room, as it was called—right here at the south end of the first floor. I lived for five years right up there on the top floor with L. L. Hawkins and with William R. Davis a part of the time, both among my best friends. Adjacent to our bedrooms and our sitting room was the printing office where Charles W. Slack, with his sleeves rolled to the armpits, operated the hand-power press, to earn a little money to help him through his college course. Down there at the north end of the first floor was my recitation room which I occupied continuously from the time the building was new until now—a period of more that forty-three years; there in the basement where the armory was I had my office as commandant of cadets for ten years. Do you wonder that I have an abiding affection for North Hall?

"Every president of the University from Gilman to Wheeler has had his office here in this building. Up there on the second floor was the office of John LeConte—'Dr. John', as the boys lovingly called him. In this building Eward Rowland Sill, the sweet singer and poet of his day, did some of his best work. In this building, right yonder in Room 1, George Holmes Howison, who perhaps more profoundly influenced the lives of the young people who came under his instruction than any other occupant, delivered his lectures. There in Room 6 worked the mild-mannered, scholarly, and beloved Stringham.

"Among the young men, in whom my interest chiefly lay, I recall Reno Hutchinson of blessed memory; he used to come to Room 5 to talk it over . . Jack Eshleman used to come to talk it over.

" 'How do you like it in Wheeler Hall?' I am asked. I don't like it; it isn't home, but it must be as it is. There can be no growth without sacrifice. The bark of the growing oak cracks and breaks and seams and sloughs off. There is no progress without friction, no life without death."

If North Hall, during those months of waiting in 1917, could have spoken, it would have told of a satisfying existence. Its long life had been eventful and fruitful.

Walt Whitman's "Song of the Redwood Tree" is apropos here. He tells us that in our Mendocino country, along our northern coast, he heard the mighty tree its death-chant chanting as the woodsmen's axes sounded near:

"Farewell, my brethren,
Farewell, O earth and sky,
Farewell, ye neighboring waters,
My time has ended, my term has come!"

However, the chant was not a chant of the past only, but of the future also:

"You untold life of me,
And all you venerable and innocent joys,
Perennial, hardy life of me, with joys 'mid rain and many a summer sun,
And the white snows, and nights, and the wild winds;
O the great patient, rugged joys! my soul's strong joys, unrecked by man;
(For I bear the soul befitting me—I too have consciousness, identity,
And all the rocks and mountains have—and all the earth;)
Joys of the life befitting me, and brothers mine,
Our time, our term has come.
Nor yield we mournfully, majestic brothers,
We who have grandly filled our time;
With Nature's calm content, and tacit, huge delight,
We welcome what we wrought for through the past,
And leave the field for them;
For them predicted long,
For a superior race—they too to grandly fill their time;
For them we abdicate—in them ourselves, ye forest kings!
In them these skies and airs, these mountain peaks, ...
These huge, precipitous cliffs, this amplitude, these valleys grand, . .
To be in them absorbed, assimilated."

THE CAMPANILE

At a spot somewhat central on the University campus a stately tower reaches up gracefully toward the eternal blue, the height of which is 307 feet—only 21 feet less than that of the far-famed St. Mark's campanile at Venice, Italy.

In a commemorative ode in 1915 Edward Robeson Taylor, of San Francisco, wrote:

"Above the noise and tumult of the day
  Thou risest to the silences of heaven,
  A glorious thing from even unto even,
A beauty's vision fading not away.
It must have been a more than blessed dream,
  When all the feelings rose conjointly wise
Against the glamour of some worldly scheme,
  That moved her heart to raise thee to the skies,
Where thou in all thy veins of steel and stone
  With Aspiration's purest blood shall thrill,
As evermore around thee shall be sown
  The seeds of Learning and of Righteous Will,
  And back of thee the radiant everlasting hill."

This campanile reached the completion in which it stands today when the chimes, manufactured to order in England, were installed in 1917. The twelve bells, varying in weight from 4,118 pounds to 349, gave forth for the first time their musical notes on the 2d of November that year. The largest bell bears this inscription:

"We ring, we chime, we toll;
  Lend ye the silent part—
  Some answer in the heart,
Some echo in the soul."

The campanile is one of the gifts of Mrs. Jane K. Sather who was one of the University's most generous benefactors. The "Sather Gate" at the end of Telegraph Avenue ushers the student onto the campus, the campanile near by greets him as a symbol of lofty aspiration; two professorships, endowed by Mrs. Sather, one of classical literature, the other of history, afford access to the fountains of thought down through many centuries.

Mrs. Sather did not live to see the stately campanile arise on the University campus. At memorial services held soon after her death in 1911, Professor Edward B. Clapp remarked: "All up and down our State, in many a modest home, shall be those whose eyes have dwelt long and earnestly on the fair outlines of that campanile to come and whose hearts have quickened in response to its message of ideal beauty. . . . When that lighthouse of learning shall stand in its majesty on our campus, its heaven-pointing lines symbolizing the highest aspirations of our State, let no one carp at its uselessness." "The gate and the campanile will stand probably for centuries, teaching beauty and the value of beauty," observed Warren Olney Jr.—an alumnus: "Still longer will endure those intangible monuments—the foundations for the chairs of history and classical literature. Their life will last as long as the University lasts; and the University will not perish except through some cataclysm that destroys the community itself and breaks the continuity of our civilization."

Regent John A. Britton noted the fact on that memorial occasion that the people were largely indebted to the women of California for the many useful adornments to the campus—preeminently to Mrs. Hearst, Mrs. Boalt and Mrs. Sather.

It is worthy of note that Peder Sather, in whose memory some of these gifts were made, was a trustee of the College of California and a generous supporter of that pioneer educational institution. The generosity of the earlier years flowered in profusion in the later years.

The following by Professor John Wright Buckham of Pacific School of Religion will give some indication of the impression which the campanile makes upon many of the people who view it:

"Wrapped in white mists, a beacon through the night,
Or piercing dauntless into boundless blue,
Searching the ether with thy soaring height,
Calling the soul to ventures ever new.

"At dawn emerging from the enfolding dark
To greet the day, enrobed in roseate white,
Out-hymning with thy matin mute the lark,
Lending to fairest morn a fairer light.—

"From thy great granite calm, celestial grace
Through the hushed soul in silent succor steals,
And to the eye that seeks thy lifting lines to trace
The white-robed Christ His radiance reveals;

"In steadfastness, like His, thy shaft uplifts
Above the shrouding murk its skyward range,

And, as the drama of the daylight shifts,
Thou stands't serene, unchanging amid change.

"Speak to us, in our paths of doubt and dust,
Of him who never wavered nor looked down,
But, in the patience of a perfect trust,
Wore through both sun and storm the victor's crown!"

HILGARD HALL

In 1917 Hilgard Hall, fittingly named to perpetuate the memory of Professor Eugene Woldemar Hilgard, a man of inestimable service to the University and to California, took its place among the buildings constructed under the comprehensive building plan. The second of a group of buildings planned for the work of the agricultural department it was constructed at an expenditure of $350,000, exclusive of an equipment valued approximately at $25,000. Over its portals was carved the inscription: "To Rescue for Human Society the Native Values of Rural Life." Referring to that on the day of dedication, October the 13th, 1917, Dean Thomas Forsyth Hunt remarked that it would do "more to prevent exploitation of the farmer than either oratory or statutes." Among the addresses that day was one by W. M. Newhall of San Francisco, a trustee of Stanford University, on "Agricultural Progress in California," in which it was declared: "Of all things which have tended toward the recent rapid advancement of agricultural prosperity in this State, of all things which are laying the foundations for future prosperity, there is nothing that stands out so strong, so potent, so uplifting as the department of agriculture of the University; a factor so great that without its assistance all our other advancements in electricity, power and irrigation would make relatively slow progress if the knowledge that is being disseminated by that department were wanting."

Greatly missed on that occasion was the man who had given forty years of devoted able service to the upbuilding of that department—Professor E. W. Hilgard. In the course of his address Mr. Newhall said concerning him: "To that honored man who has passed away in the plenitude of his power, and at a time when his thought and knowledge might have been of greater service with the advancement of science and opportunity, to him and in his honor, I with you place a wreath of tribute and of memory on his vacant chair."

Professor Hilgard's death occurred on the 8th of January, 1916. In one of the several memorial addresses which were given at services held January 30, 1916, it was said concerning him: "California has lost a citizen of great achievement and influence whose monument will be the greatness of his work for California, which work can never be forgotten because it was so great, so everlastingly sound and true and so closely related to the happiness and prosperity of his fellow-citizens and of all who shall come after him."

GILMAN HALL

"Gilman Hall," the chemistry building, named in memory of Daniel Coit Gilman, the second president of the University, through whose initiative in 1872 the College of Chemistry was established, was dedicated on the 22d of March, 1918. The sum of $220,000 was expended for its construction and equipment.

Although Willard B. Rising, who had been a professor in the College of California and who had gone therefrom for study at German universities, was elected professor of chemistry in 1871, there was in existence at that time no College of Chemistry. There was no provision for it in the organic act. Seeing the need for it President Gilman secured a legislative enactment for its establishment. The College of Chemistry began its working existence in South Hall, more than half of which was fitted up for a chemical laboratory — a laboratory "far superior to any in America and unexcelled by any in the world" —said Professor Edmund O'Neill in the "California Engineer" in August 1923.

In 1890 a building was erected wholly for chemical purposes at an expenditure of $62,000. A new era dawned for the College of Chemistry in 1912 through the development of the graduate school, which gradually took on large proportions— many young men gathering latterly from near and far for research work.

Such by 1912 was the pressure for room that plans were drawn and put into execution for additions to the chemistry building which would make possible a new lecture room and a greatly enlarged laboratory. The laboratories at that time would accommodate approximately 500 persons, whereas the number of students taking courses in chemistry was in excess of 2,200. The bonds to the amount of $1,800,000, voted in 1914 made possible the much more adequate building which was dedicated as "Gilman Hall" in 1918.[4]

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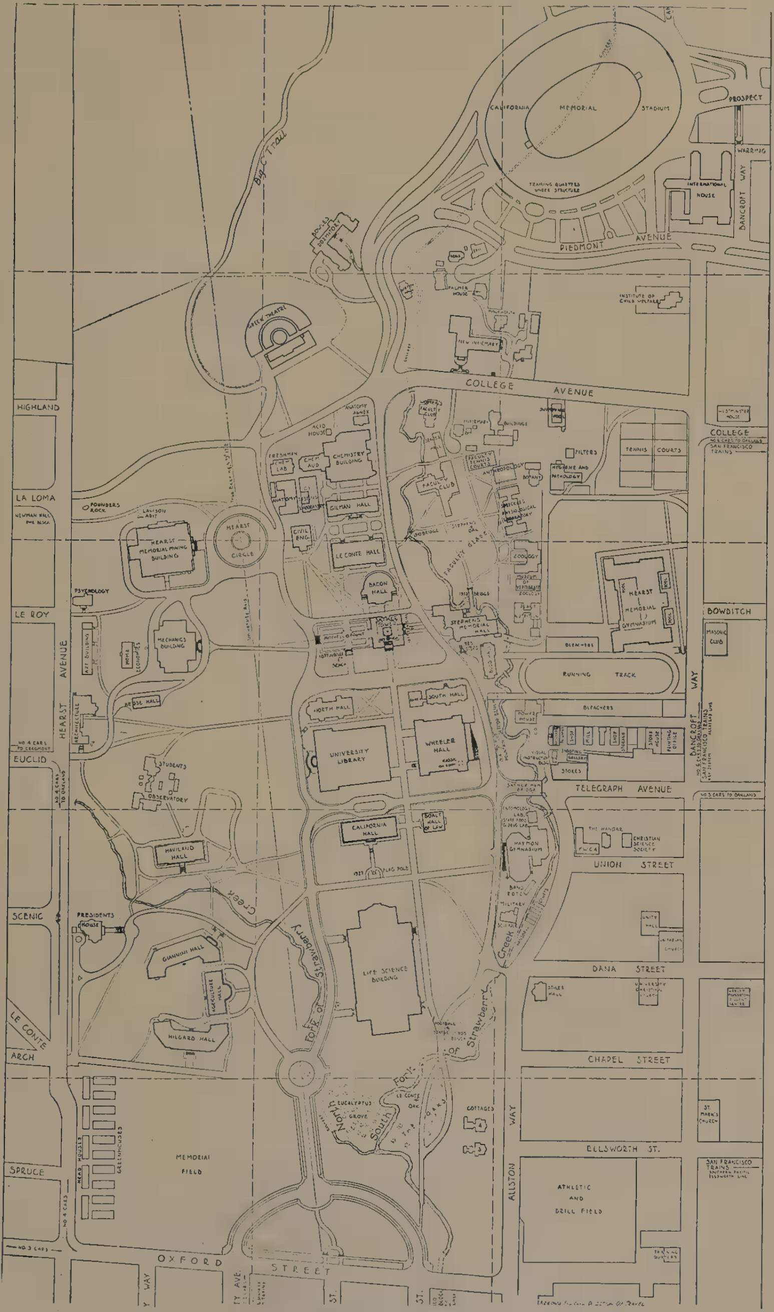
[4] Buildings erected under the "Comprehensive Building Plan" after 1918 have consideration in the succeeding chapter entitled "The Development After Fifty Years."


CALIFORNIA MEMORIAL STADIUM
TRAINING QUARTERS UNDER STRUCTURE
PROSPECT
WARRING
INTERNATIONAL HOUSE
BANCROFT WAY
PIEDMONT AVENUE
Big C Trail
BOWLES DORMITORY
GREEK THEATRE
PALMER HOUSE
NEW INFIRMARY
INSTITUTE OF CHILD WELFARE
COLLEGE AVENUE
HIGHLAND
LA LOMA
NEWMAN HALL
FOUNDERS ROCK
LAWSON ADIT
HEARST MEMORIAL MINING BUILDING
HEARST CIRCLE
ANATOMY ANNEX
ACID HOUSE
FRESHMAN CHEM LAB
CHEM AUD
CHEMISTRY BUILDING
GILMAN HALL
CIVIL ENG
LE CONTE HALL
BACON HALL
FACULTY CLUB
FACULTY TENNIS COURTS
ANTHROPOLOGY
BOTANY
HYGIENE AND PATHOLOGY
FILTERS
TENNIS COURTS
COLLEGE
FACULTY GLADE
ZOOLOGY
STEPHENS MEMORIAL HALL
HEARST MEMORIAL GYMNASIUM
PSYCHOLOGY
LE ROY
MECHANICS BUILDING
ART BUILDING
HOME ECONOMICS
HEARST AVENUE
ARCHITECTURE
NORTH HALL
SOUTH HALL
UNIVERSITY LIBRARY
WHEELER HALL
BOWDITCH
MASONIC CLUB
RUNNING TRACK
BLEACHERS
POWER HOUSE
STORES
TELEGRAPH AVENUE
EUCLID
STUDENTS OBSERVATORY
CALIFORNIA HALL
BOALT HALL OF LAW
FLAG POLE
HAVILAND HALL
HARMON GYMNASIUM
CHRISTIAN SCIENCE SOCIETY
Y.W.C.A.
UNION STREET
MILITARY
SCENIC
PRESIDENTS HOUSE
GIANNINI HALL
AGRICULTURE HALL
HILGARD HALL
LIFE SCIENCE BUILDING
Strawberry Creek
North Fork of Strawberry
South Fork of Strawberry
DANA STREET
STILES HALL
UNITY HALL
CHAPEL STREET
LE CONTE
ARCH
EUCALYPTUS GROVE
LE CONTE OAK
COTTAGES
ELLSWORTH ST.
ST. MARK'S CHURCH
ALLSTON WAY
ATHLETIC AND DRILL FIELD
MEMORIAL FIELD
GREENHOUSES
SPRUCE
OXFORD STREET
SAN FRANCISCO TRAINS

MAP OF CAMPUS

CHAPTER XXVIII.

THE DEVELOPMENT AFTER FIFTY YEARS

The year 1918 brought the University to its fiftieth anniversary. On Charter Day in March and during Commencement week in May, this golden anniversary was fittingly celebrated. In its relations and influence the University had become by that time not only nation-wide but world-wide. Seven hundred invitations were sent out to institutions of higher learning in the United States, and twenty-one foreign nations were asked to send representatives. A conference on international relations was planned, to participation in which, as speakers, eminent men in this and other countries were invited.

The world war made impossible such a celebration as had been contemplated for several years; it seemed unfitting that anything so elaborate and so joyous should be staged at a time so agonizing. It was thought, however, inasmuch as the need for more intimate relations between the nations of the world, for better understandings and cooperation, was so startlingly manifest, that the University might aid in bringing that to pass by a conference which would consider those relations especially with regard to the nations bordering on the Pacific Ocean. The exigencies of the world war prevented to a large extent attendance from the European countries, but letters of congratulation and well wishes came in response to the invitations.

Addresses of wide scope and of much value were given during the week of Charter Day. Gathered together and published by the University they constitute a book of nearly six hundred pages.[1] President Hill of the University of Missouri congratulated the University of California in that it had led the universities of the country in an enterprise of this kind—one which he regarded as of far-reaching influence. Among the speakers on that occasion was Professor Masaharu Anesaki of the Imperial University at Tokyo, Japan. Among the notable addresses was the one on "The Foundations of American Policy in the Far East," by Professor Payson Jackson Treat of Stanford University. "The Ethics of Cooperation," by Professor James Hayden Tufts of the department of philosophy in the University of Chicago, was one of the most forward-looking addresses—one of great significance in its suggestiveness. Surveying the past and the present and looking the while toward the future, Professor Tufts said in his concluding paragraph: "A herding instinct or a common need of defense or of food supplies may bring together early groups, and will to power may begin the state, but it is the living together which generates laws and wakens the craving for liberty and the struggle for justice. Seer and poet doubtless contribute to progress by their kindling appeals to the imagination and sympathy; the philosopher may, as Plato claimed for him, live as a citizen of a perfect state which has no earthly being, and shape his life according to its laws; but mankind in general has learned law and right, as well as the arts of use and beauty, in the school of life in common. So it is likely to be with international cooperation. Fears and hopes now urge it upon a reluctant, incredulous world. But the beginnings, scientific, legal, commercial, political, imperfect though they be, like our own early confederation, will work to reshape those who take part. Mutual understanding will increase with common action. When men work consistently to create new resources instead of treating their world as a fixed system, when they see it as a fountain, not as a cistern, they will gradually gain a new spirit. The Great Community must create as well as prove the ethics of cooperation."

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[1] "Semicentenary of the University of California and the Conference on International Relations."

The March number of the "Alumni Fortnightly" in 1918 was called "The Semicentenary Edition." It was issued early in the month with the intent to create interest in the exercises Charter Day week. In addition to the articles of a historical nature there were some which related to the University as it was at that time. One of these, with the caption "Impressions Of A Visiting Professor," was by William Kelly Prentice of Princeton, who having been in Berkeley for several months was able to form some well-founded estimates and conclusions which afford an interesting picture of the University life and work in that period. They need a little explanation, however, lest a false impression of some things be conveyed. Professor Prentice wrote: "One impression which any visitor at the University of California is likely to receive is that the institution is being born again. One gets that impression first of all from seeing certain glistening white buildings, of a new and very imposing type, rising among temporary wave-colored structures of wood and other parti-colored ones of brick and stone. Externally it seems as if the creation of a modern university out of the college of a generation or two ago were taking place before one's eyes. The most significant thing about this new growth is the use for which the most prominent buildings are designed. They are chiefly a great library and a hall of lecture-rooms and studies. There are no handsomer or more satisfactory buildings for the respective purposes in any American university. Even the laboratories are less conspicuous. The administrative building is comparatively small and unobtrusive. There are no dormitories or refectories. Buildings for the physical development or recreation of the students are constructed as if they were of secondary importance. Excepting the campanile with its chimes and a simple gateway, there are few merely decorative features of this campus. No pretentious facade. Here at least the library and the lecture-rooms are regarded as the chief essentials, the prime requisites of modern university life.

"A visitor, especially one from the East, cannot fail to be impressed by the extreme variety of the studies pursued in this University. One hears of buildings and laboratories devoted to training in subjects which to many persons seem not strictly academic. One finds, for example, in Wheeler Hall and elsewhere courses being given in stenography and typewriting. One hears of courses in sewing and embroidery, in cookery and domestic science, in interior decoration. Agriculture, even in its most practical applications, occupies the attention of a large number of the students and their instructors. But the visitor's eye will be caught sooner or later by the inscription on Hilgard Hall, belonging to the College of Agriculture, which proclaims that this building was erected 'To Rescue for Human Society the Native Values of Rural Life.' That purpose, thus writ large, uplifts the activities there pursued somewhat above the merely practical development or teaching of a farmer's occupation.

"There is something very invigorating and inspiring about the crowds of students, men and women, who throng these buildings and the campus paths. They are not very different from the student crowds one meets in any educational institution the world around. A good many of them saunter and dawdle like all their kind, but a visitor gets the impression that at least they think they are busy about something distinctly worthwhile to them. And that impression is not made by the student body everywhere. One sees the same thing in the town of Berkeley, on the streets and in the trolley cars. So many young people are bustling about loaded with books and lecture-notes. They seem to say each one: 'I am getting an education and I want it. I mean to have it.' Not simply 'I am having an education crammed down me, and I have got to stand it for three or four years.'

"Up in the offices and studies of Wheeler Hall one sees the men and women whose business it is to provide this education. Not many of them are much hampered by administrative duties, regulations or red tape. The machinery of the big institution seems to run rather smoothly. One hears of time-destroying committee-meetings and the unavoidable routine involved in the conduct of classes; but discipline is maintained entirely by the students themselves. There are not many faculty-meetings of the kind which accomplishes little more than to waste time in the discussion of insignificant questions. A visitor hears a good deal about professorial activities which are not directly pedagogical at all. Whatever the general public may think, this University evidently regards teaching as only part of the business of its officers and ministers. Most of the professors and instructors here are conducting investigations, writing books and articles, striving to revise the traditions and increase the knowledge of the world, as if this were not only a legitimate but an obligatory side of their profession. It is the only true ideal of a university, but one which is not yet upheld so firmly in this country as abroad. This University is building for a new and greater America."

Giving consideration to the question of electives, Professor Prentice stated: "Apart from the natural tendency to select out of many courses those which are most interesting, or the more popular, there are present in this academic body some traditions and opinions which seem to affect very considerably the choice of electives. It is fairly clear that many of the larger courses are those which have some immediate practical utility and lead directly to some way of earning a living. A visitor learns with some astonishment not unmixed with regret that these students regard such courses as at least equal in importance to those which tend to enlarge one's view of life, or to quicken one's powers of mind. One hears the students say that they came to the University to learn this or that, and do not care to learn anything else—as if the most important purpose in their coming at all was not to acquire new interests in addition to those which they had before they came.

"Some subjects are believed to be generally useful to every one, even if they are not distinctly practical. These are chiefly courses in literature, history, economics and government; and, to some extent, philosophy. But here in California it seems to a visitor that the interest even in these big subjects is rather unusually limited, and that the choice of studies is determined chiefly by their practical utility. A great university, such as this, is and should be considered the mightiest defense against sordid materialism and narrow-mindedness."

Read understandingly the foregoing can be taken as an excellent picture or presentation of the University at that period of its existence. The fact that some subjects which were not academic were taught should not be held as discrediting the University but rather as indicating a wide inclusiveness; and it should be understood that agriculture in its practical applications was taught because the organic act located an agricultural college at Berkeley as one of the leading parts of the University. Furthermore, Professor Prentice viewed the University through the lenses of an occupant of the chair of Greek at Princeton — a university much more limited in scope than the University of California.

President Wheeler's resignation was presented to the board of regents on the 11th of February, 1919. Addressing the members of the board as "My dear Associates and Friends," he stated: "On the 15th of July next I shall not only have reached the usual age of retirement, but shall have also completed approximately twenty years of service in the University of California. These have been years of abundant opportunity and of much plain satisfaction; but with the growth and expansion of the University they have involved heavy burdens and fast-shifting solicitudes. The coming days promise only heavier burdens and levy their demands for increasing vigor. I appreciate with all my heart the unvarying confidence you and your predecessors have reposed in me and the sturdy support you have always given me. No one understands better than I do myself the inadequacy of any service I have been able to render, but I have honestly done my best. I am sure, therefore, that I shall not be esteemed to be quitting my task, if I ask you now to give me your blessing and let me go. This is my resignation of the presidency — to take effect on the above-mentioned date."

The resignation was accepted with a unanimous expression of regret. A resolution was then adopted in which it was stated as the desire of the board that by said resignation the connection of the president with the University be not severed, and that a committee be appointed to consult with him concerning future relations.

Among the remarks at that meeting of the regents were the following by Charles Stetson Wheeler: "The plain solemn truth is that a great man in the fulness of his power took hold of our institution at the psychological moment, proved himself adequate to the great task that was before him; and, aided only by such sympathetic assistance as this board could give, perfected an organization and established an institution second to none today. He has placed the University of California in a position of strength and power and has made it a factor for tremendous good. He has won and earned every laurel that an educator and great administrator can earn."

At the Commencement time in June, Mr. John A. Britton, representing the board of regents, said in a brief farewell address: "If to have seen personally accomplished a life's ambition is to be happy, then President Wheeler should today be the happiest man in the universe. For he has seen rise from a mere shell a living and moving thing of his own creation, expanding day by day till it has become the peer of any educational institution in the United States of America."

Faculty, students, and alumni—all paid tribute to the retiring president that Commencement week in such manner as to leave no doubt of a high estimate of his services.

President Wheeler's first address to the students of the University was an the 3d of October, 1899; his last was on the 4th of June, 1919. At the close of his address in 1899, after the students had given him royal welcome, and when as he looked into their faces and spoke to them intimately, there was a fuller realization of what his coming to California was to mean to him and to the University through the cooperation which he asked that day, he said: "It has been good to be here." In his farewell message, given June 4, 1919, as his mind went swiftly over the twenty years of his life with the University, his words were: "It has proved good to be here."

During President Wheeler's administration of twenty years' duration the University had its most outstanding development. In this development he had a large and leading part. He came at a most opportune time in the life of the University, but many a man would not have met and used the opportunity as finely as he did.

In an address which was given at the time of President Wheeler's inauguration in October, 1899, President David Starr Jordan of Stanford University said: "As the universities of America are constituted, it is the part of the president to create the university atmosphere. He must set its pace, must frame its ideals and choose the men in whom these ideals can be realized. It is through the men that he chooses that the university becomes a living person. The president is not himself the king. His noblest work is that of maker of kings. It is not what the president himself can do that first concerns the university. His personal power, skill or versatility cuts but little figure. It is what he can discern and divine in other men that guages success. It is his instinct to know what the best work of others may be and how he can use it in the fabric he is building. A long head and long patience, he must needs have, for he has often to wait years for men to grow to what he expects of them, and others to find men to whom he can look for the right kind of growth. He must have the instinct to judge men and to estimate what men say of men. He must be keen to recognize in others qualities of worth he may not possess himself. He must have the wisdom to foster individual freedom and the firmness to check that freedom that spends itself in futile, erratic, or sentimental efforts." And then in words direct to President Wheeler that inauguration day President Jordan said: "Above all rests with you the forming of its moral tone; for, after all, character-building is the noblest work of the university; and I am one of those who believe that in this work the university may be made the most effective agency." Having known President Wheeler for many years President Jordan expressed then the judgment that he would prove adequate to the task to which the University of California had summoned him.

President Wheeler measured up to the requirements. As an educator he knew what was of most worth in education. As an executive he knew what to do year by year and how to do it. In the University he created an atmosphere which made for the best things. He lived the abundant life and strove devotedly to train others to live it. In one of his addresses to the graduating class he said: "The abode and temple of truth among men is and can be found alone in personal characters which hold their own helm and steer their own course. . . . You must choose for yourself the things that are worth while; and you must cast, though it may be with pain, the other things aside. You must plot your course and steer it through by light of the worth-while stars."

"Destiny is a great word," he said in his farewell address to the students, "but so far as each one of you is concerned, it is a home-made article."

Addressing on one occasion a body of business men President Wheeler said: "What we aim for in society is solid progress along established lines, on solid ground. The University joins with you, gentlemen, in the desire for that. The University, if I understand it, is an institution which seeks to give the activities of life an intelligent basis, which seeks to create level-headed men, men with balance and sense, men with control, men who have not skimmed their subject, but have learned it and know it in its historical roots and in its bearings. The universities of today lay their hands upon all the activities of life, and spare not any. There is nothing common or unclean any longer in this world of ours. The university will have its part with all these activities, trying to raise them and ennoble them all and save them all from slavery to the rule of thumb."

Life to President Wheeler was far more than bread and raiment. Speaking one day of religion his words were: "As long as life hungers for more than bread and a man's reach is higher than his grasp we shall need and use religion. . . . These phenomena that slip by, visions of the day, graspings of the moment, they are not life. Life has something deeper than that, against which to show itself, in front of which to recognize itself; and that background and that depth of the picture is religion. We must have religion in life."

In December, 1919, the regents of the University by a unanimous vote elected Professor David Prescott Barrows of the department of Political Science as President Wheeler's successor. This choice was made after several months had been given to investigation and deliberation—many eminent educators throughout the country coming within the careful survey which was made by the board of regents. In a statement by the board when announcement was made of its decision it was said: "The selection of Professor Barrows among such a nation-wide field of outstanding educators and university administrators testifies to the high regard in which he is held by the regents. They feel that in Professor Barrows they have chosen a man who is not only a scholar and an educational administrator of proved capacity, but a leader among men—one who will be an inspiration to the youth of the University and a worthy representative of its ideals and purposes to the people of the State."

Earlier that year in conferring on Professor Barrows the honorary degree of LL. D., President Wheeler had said of him: "Alert to contend for the truth; noble, outright and frank as the day; joining the gifts of citizen, teacher, and soldier—abounding in life!"

A graduate from Pomona College in 1894, Professor Barrows received the degree of M. A. from the University of California in 1895; the degree of Ph. D. from the University of Chicago in 1897. For nine years from 1900 he rendered distinguished service in the Philippines as superintendent of the schools in Manila and as director of education for those islands. Coming to the University as professor of education, he became later, professor of political science and dean of the faculties, and had served as president during President Wheeler's absences.

The selection met with wide-spread approval among the students, the members of the faculty, the alumni, and friends of the institution in general

Professor Barrows was inaugurated on the 23d of March, 1920. Among the notable addresses that day was one by Dr. Paul Reinsch, former minister plenipotentiary to the Republic of China, on "The Responsibilities of Educational Institutions for the Future American Policy in the Pacific." In the course of his addresses on Charter Day and before the Chamber of Commerce in San Francisco, Dr. Reinsch congratulated the University in that it stood "at the gateway, not only in time at the beginning of new eras and developments, but in space also—looking out upon the great highways of the Pacific." Speaking of the need for interpretative scholarship and wide public interest in order that we as a nation might appreciate what Far Eastern civilization meant, might know it in its essence, might make it a part of our own conception of life, guiding us to a richer and fuller appreciation of human destiny, Dr. Reinsch said: "It is there that the modern university has a noble and promising task to perform; and in the forefront of all, the University of California—destined by its location to be the chief interpreter of the Orient to the American nation." Dr. Reinsch remarked then: "I foresee for your University a great future. I should not be here, I should not have taken the trip across the continent had I not felt that this was an occasion of unusual importance. . . . And being here I wish to bear testimony to the feeling that the great duty of the American people is to emphasize and put foremost the ideal of humanity. . . . Humanity above wealth, humanity above property, humanity above legality—all these instrumentalities we need; but we must be clear in our minds that the chief aim of all is the freedom of men to feel and express their humanity, and the safeguarding of their dignity as men. With that ideal in view we may hope to bring about in this country of ours a humanity worthy of the great blessings which Providence has so lavishly bestowed upon us."

"Your own University already has a fine tradition of humanism," said Dr. Reinsch. "A state institution, connected with the sovereign power, it has from the start maintained the importance of human relationships. I do not know your history as well as I should like to, but among the humanists of America—that is, among those who have helped the American nation to appreciate more fully what humanity means, there are the names of men who have been connected with this University. There is Henry Morse Stephens, the great historical scholar who pursued the human factor in the upheaval of the French Revolution, and then in the constructive work done by the European races throughout the world—a man who always gathered about him in very close personal friendship a large body of students. I think also of your out-going president who deriving his inspiration from other ages made the classics contribute to the upbuilding of American humanism. Also I have in mind the guidance that is to be yours in the years now to come under a man of broad humanity and experience, familiar with Far Eastern society from the practical point of view as one of those engaged in the splendid constructive work in the Philippines and also as an investigator of facts and policies during the war. Trained in the strict analytical methods of political science, he also has the breadth of vision to see the tendencies of other civilizations, however different from ours they may be, and he is fully alive to the importance of the part we are to play in our relations with them."

In one of his several addresses the week of his inauguration President Barrows spoke concerning a very significant recent experience with the regents. Stating that the affairs of the University had always been conducted with thorough business prudence and that so far as he knew it had never had a liability nor had incurred a debt, he continued: "But there are some excellent traditions which it is well enough to break. I have signalized my induction into office by an act of what might be called imprudence—I have framed a budget for the University and have presented it to the executive committee, which for the first time, so far as I know, in the history of the University, runs the institution into red ink—runs into red ink to the extent of half a million dollars. I presented the budget and not a regent batted an eye. The net reaction which I got from them was, 'It doesn't seem to be enough.' So I went back to my office and returned with a balance that incurs a deficit of $670,000. And they approved that. I don't know how that is going to be covered, but it is a deficit which seems to be necessary if the plain needs of the University are to be met for this next year. We are spending this year three and a half million dollars, and the regents are prepared to spend hereafter four and a half million, and find that additional revenue of one million dollars somewhere."

For the year ending June 30, 1920, the total net expenditures were $5,961,623.85. The income was $5,844,464.13, of which amount $2,722,904.37 was from State appropriations.

The regents, of course, knew when they approved that budget that the University faced again difficulties similar to those which it had faced several times before. It had outgrown once more its basis of support—the basis of the year 1910.

But what the State at critical times in the past had done for its beloved University was taken as an earnest of what it would continue to do and steps were taken to meet the present need. An initiative measure which if carried would provide an income from the State of more than four million dollars, augmenting with the growth of the State, was submitted to the voters in November, 1920. It failed to carry—the vote being 384,667 against, 380,027 for it; it however, paved the way for success to a large extent a few months later by legislative act.

Such were the calls for funds from various departments and institutions deriving support from the State that the Legislature of 1921-22 established public hearings for the presentation of facts in support of these calls. Representatives of the University appeared before the Legislature four afternoons and succeeded in changing hostility into friendliness. Figures ably marshalled by Robert G. Sproul, the University comptroller, became alone convincing arguments. At the close of those hearings one Senator (from Sacramento county) said: "Heretofore I have been opposed to the University, I admit that I have been prejudiced. This investigation has given me a new light and from now on I want to be counted as a friend of the University of California."

The criticism to which the University was subjected during the campaign for the initiative measure in 1920 led the Legislature early in 1921 to appoint a commission to make a study of the agricultural instruction in the University and the relation of the instruction given there to that which was given in other institutions of that kind. An appropriation of $10,000 was made for that purpose. [2] The criticism of the University for some time had been directed largely against the work of the college of agriculture—the charges being that it was not conducted in such a manner as to minister adequately to the agricultural interests of the State. It was asserted that this adequacy would not be possible while the work was conducted both at Berkeley and at Davis, and dismemberment of the University was insistently demanded, as it had been demanded at times in the past.

That investigation resulted in giving the college of agriculture of the University of California high place and standing among the agricultural colleges in the United States; it made it evident that dismemberment of the University would be very damaging to it and to the State. Without exception the men at the head of the universities and the colleges of agriculture advised against it. In Oregon the agricultural college is separate from the University; but the president of the agricultural college in Oregon advised against separation—declaring that California's college of agriculture would lose its prestige for power and accomplishment if wholly separated, either physically or administratively, from the University, and that division of the courses of instruction between Berkeley and Davis was the only wise solution. At Purdue University, Indiana, the judgment was that an agricultural college in order to achieve its destiny, must be integrally connected with a great university. Doubt, however, was expressed about the division of the work between Berkeley and Davis and the advice was that more land be secured at Berkeley. The judgment of those consulted at Iowa University was that taking agriculture wholly away from Berkeley should be the last alternative and that the State of California would find it economical and most efficient to condemn city blocks, if necessary, in order to maintain unity of instruction. Wisconsin presented at that time the finest example of a state university with all needed colleges, geographically, administratively and spiritually, welded into the whole as an integral part, and the word brought from Wisconsin was that no one would consider the advisability of separation. At Cornell it was stated that all separate institutions were going backward and that any state which adopted now the policy of separation doomed its agricultural college to mediocrity.

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[2] The committee of investigation as constituted after it was in full working order was comprehensively representative, consisting of A. C. Hardison of Santa Paula, W. S. Guilford of Butte City, J. J. Hollister of Gaviota, Sheridan W. Baker of Santa Rosa, Samuel G. Mortland of Fresno, Professor Elwood Mead and Comptroller Robert G. Sproul of the University.

A table of enrollment statistics, which was a part of the report which the commission made to the Legislature in 1923, gave the attendance at the agricultural colleges for the year 1921-22 and the number of farms in the different states. California had 117,690 farms, and the enrollment at the college of agriculture was 629. Wisconsin had 189,196 farms; the enrollment at the college of agriculture was 369. Minnesota with 178,588 farms had an enrollment of 870. In Illinois, where the farms numbered 237,153, the enrollment was 947. In Ohio the farms numbered 256,699 and the enrollment was 961. Oregon with 50,188 farms stood out with an agricultural college enrollment of 1,001. This large comparative enrollment is explicable from the fact that Oregon's agricultural college is of the nature of a vocational university—having many courses of study not arranged for in a purely agricultural college.

Among the valuable observations which the investigations of the commission led it to make was the following: "There is evidently no great horde of eager young people clamoring for an opportunity to work out their destinies on the soil. Everywhere enrollment is lower than one would expect it to be in consideration of the character of the states in which the colleges are located. The truth is that the Morrill Act came as a result of the ideas of one man—not in response to a great social need, and the supply of agricultural colleges has been greater than the demand ever since. Fortunately they have abundantly justified themselves in the influence they have exerted, but the disappointment of California at the comparatively small enrollment in its agricultural college is shared by every state which we visited, no matter what the type of institution in it. The more the commission studied this problem the more it was convinced that the problem of increasing enrollment in agricultural colleges and the keeping of boys on the farm is not to be solved by changes in curriculum, equipment, or method, but by the betterment of the social and economic conditions of rural life. No plan which leaves this out of major consideration is going to succeed in keeping farmers' sons in great numbers on the farm or in attracting the sons of city dwellers to it. This is the great work of the college of agriculture today, and in it the University of California has no superior, so far as we could find."[3]

The commission made a few recommendations looking toward improvements in some respects, and pointed out certain things which the State needed to do in order to bring the college of agriculture in more impressive ways before the people—ending its report then with these words: "The commission is unanimous in the belief that one of the greatest causes of criticism of the college of agriculture of the University of California has been the lack of knowledge among the farmers as to its activities and the very notable results of its teaching and research."

The value of the college of agriculture in one respect to the people of California was made evident in a limited way about that time by the publication of data showing what a great money-saving institution it had been and then was to the diversified agricultural interests. For example in 1920 it had saved for the grape industry approximately $20,000,000. Through control of apricot brown rot it had saved one half of the apricot crop and large loss to canning investments that could not have survived the loss of that crop. The cash value of this service was conservatively estimated at $5,000,000. The adoption of better pruning methods suggested by the division of pomology brought an increased yield of at least $10,000,000 in value.

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[3] Appendix to Journal of Assembly and Senate, Legislature of California, 45th Session.

The administration of President Barrows extended over three and a half years. Elected December 2, 1919, he entered immediately upon the duties of the office. He presented his resignation May 11, 1922, expressing therein the preference that it take effect June 30, 1923. He stated in his communication to the regents: "I think it right at this time to advise the board of my desire to be relieved of the position of president of the University of California and to return to the exclusive status of professor of political science. My reason for asking this relief is my preference for the activities and freedom of a university teacher rather than for the responsibilities of an executive head of a university. . . . As soon as my office as president terminates I shall desire to take a leave of absence of one year for study and travel, and on my return to resume my duties as professor of political science. I shall then have the prospects of fifteen years of teaching, and I hope that these may be the years of my best service to the University. I wish to express my gratitude for the kindness that I have received at your hands, and my extreme appreciation of the honor you did me by choosing me to the responsible position which I have held."

The board of regents communicated with President Barrows then as follows: "With profound regret the board have felt obligated to accede to your request and accept your resignation as president of the University. In so acting we deem it proper and most fitting that we should express to you not only our regret at the severance of our relations but also our deep appreciation of the earnest and loyal support you have given to the board and to the University. During your administration problems of profound importance to the University have continuously arisen, and the faithfulness and ability you have shown in dealing with them as president have earned our warm appreciation and regard. In conveying to you our most cordial good wishes for your future welfare we are solaced by the knowledge that you are to continue a member of the University faculty."

Suspicions arose and were expressed at once that there were underlying causes for the resignation which were not stated by President Barrows in his letter to the regents. Among the publications giving expression to such suspicions was "The Argonaut," a pioneer San Francisco weekly, which at the same time made some scathing criticisms of the management, closing one of its editorials with the words: "Do the regents want in the presidency a man or a mouse? The Argonaut votes for a man, and it knows where one may be found. He is vacationing somewhere in the Sierras and his name is David P. Barrows."

The gist of the criticisms by "The Argonaut" is to be found in a communication from President Barrows which was published in its issue the first of July. It stated: "For the extreme kindness of these editorials to myself I am profoundly grateful. As to the proper aims of the University there may be little difference of opinion between us. No one here would, I think, express content with the standards of present-day scholarship. Low public tastes have penetrated academic campuses. Nevertheless your indictment of the University seems to me very severe and to disregard the fine devotion and wholesome behavior which appear to me to predominate. In recent years the University has received new functions and responsibilities. I know there are many who sympathize with the point of view of 'The Argonaut'—that the University has lent itself too far to the undertaking of diverse and extra campus endeavors; but opposed to this conservative position is a large and influential body of opinion in the State which feels that the University should be a general servant in all matter pertaining to higher instruction and investigation. This feeling has operated, together with the great and justified confidence in the governing body of the University, in multiplying tasks which in numerous instances have not been sought by either regents or faculty, but which have been accepted in a sense of loyalty to the needs of the State as a whole."

President Barrows remarked then that the object of his letter was primarily to correct a misapprehension upon which a part of the "Argonaut" editorial was based. This was the relations between the regents and the academic senate, and the imputation that the regents had failed to support him and the senate. With respect to this his statement was: "I assure you that on this matter there is misapprehension. On matters of general policy there have been few differences; and in the happily few instances in which the president has recommended contrary to the prevailing opinion of the senate the regents have invariably sustained the president's recommendation."

An ensuing paragraph in President Barrows' communication shows somewhat the relation between president and senate: "Some two and a half years ago, after thorough discussion between the regents and the academic senate, new standing rules were adopted by the regents with respect to the senate's position. These rules do not appear to alter fundamentally the position of the president. In an institution so varied and weighted with human problems, there must be somewhere power of prompt decision. That power still remains with the president. The rules, however, required that before decision he listen to the counsel of the senate. And considering the general advantages of consultation and the importance of the president's decision to the work of so many colleagues, consultation does not seem to be more than what such a body as the academic senate has a right to expect."

It was stated by President Barrows that during the two and a half years a perfect adjustment in administration had not been secured, but that distinct progress had been made in the internal conduct of the University; that the relations between the president and the senate had not been broken, that he had not found it necessary to appeal to the regents in support of his authority as president, and accordingly that the regents had not failed with respect to the senate in giving him proper support; and finally the statement was: "I am not resigning the office of president because I despair of a right solution of the University's problems, nor of a proper administration of them, but for a reason which my letter of retirement exactly and comprehensively states, namely, my preference for plans feasible to a professor but impracticable to a university executive, and my belief that as a professor I can be more successful and more serviceable."

The editorials in "The Argonaut" in May and June, 1922, contained some caustic comments on conditions in the student body. That there was some ground for this criticism is evident.

A study of conditions in the student body of the University for the year 1921-22 by the board of alumni visitors brought forth the following statement in the "Alumni Monthly" for October, 1922: "The University has suffered from the great and rapid increase in the number of students, from inadequate housing facilities and from the general effects of the war. All of these have contributed to the partial breakdown in the excellent system of self-government heretofore existing. Conditions in this respect have already turned for the better, and it is expected that within a reasonable time the situation will have entirely righted itself. The great majority of the students are earnest and conscientious men and women whose conduct and behavior is deserving of commendation."

Certain recommendations were made at that time by the board of alumni visitors, among them that a board of educators be asked to make an intensive study of the curricula of the University in order to ascertain whether there was any foundation for the claim that popular demand had crowded into the courses that which did not belong there.

It was recommended also that a study be made of the administrative organization with the particular end in view of determining the authority and responsibility of the president and for the devising of a method whereby the president should be relieved of the burden of unnecessary and minor administrative detail.

Soon after the opening of the University in August, 1922, there began to be considerable expression on the part of the students of a desire to have Dr. Barrows retained as president. This desire grew into such proportions that on the 1st of November it culminated in a great out-door demonstration. In big letters across the first page of the "Daily Californian" that morning were the words: "University Needs President Barrows." It was stated then editorially: "Sweeping over the campus like a mad tornado something akin to mania has hit California today. Students, ten thousand of them, are welded into a mighty unit determined in a single purpose. They want something and want it bad. Nothing can stop the onrush short of a successful climax. The cry 'Keep President Barrows' has spread like wildfire. . . . The bay regions, the State, yes, and the whole country will know today that this University is determined to keep its rightful head and leader. The movement has been brewing for months but today it is at the breaking point." A rally in front of California Hall, the administration building, was announced for 11:30. Eight thousand persons gathered there at that time, mostly students, but mingling with them were alumni and others. No university president ever received an ovation more splended than President Barrows of the University of California received that day. A petition to the board of regents circulated the previous day contained already the names of 5,318 students (and a thousand more were to be added), which read: "We the undersigned students of the University of California respectfully petition the board of regents to reconsider their action in accepting the resignation of President David P. Barrows. Believing that we express the overwhelming desire of the entire friends of the University we voice our confidence that your honorable body will devise some means of prevailing upon President Barrows to withdraw his resignation."

The president of the Associated Students read the petition and said then to Dr. Barrows: "We hate to lose you, for in so doing California loses the most sincere man it will ever get." A member of the class of 1923 represented the women students and prolonged cheers followed her words: "President Barrows has shown the keenest interest in every detail of student life; we need him and we want him to remain." The representative of the alumni, a member of the class of 1921, lifted the assembled students to the highest pitch of enthusiasm when he said: "California has during the last few years taken a place as one of the greatest universities in the world, and President Barrows is the man who has guided her destinies in this splendid achievement."

Deeply moved, President Barrows' words to the students were in part: "I have had many experiences in my life, most of them pleasant, but I have never had an experience that made me quite so thrilled as this meeting with you this morning does."

On the 4th of January, 1923, the regents of the University chose its tenth president, taking for the fifth time a man who had identification with it—either in its inception or later. This was the seventh time that a Californian had been called to this position of responsibility and high service. Choice this time rested upon William Wallace Campbell who had come to a position as astronomer at Lick Observatory in 1891, and who had been made director in 1901. Graduated from Michigan University in 1886, he was for a time professor of mathematics in the University of Colorado and later an instructor in astronomy in the University of Michigan. Among his honorary degrees had been that of LL. D. from the University of Wisconsin in 1902 and that of Sc. D. from the University of Michigan in 1905. By his life here for thirty-two years he had come to know California well both above and below. He knew the University too, its aspirations and achievements, its needs and its struggles, and to considerable extent the men and women who were giving themselves to its work and upbuilding with much devotion. He had been tried and proved during those years as capable in every capacity; his work as a scientist had brought increased fame to the University. Although his head had been in the stars he had kept his feet on the earth and had preserved the balance between the celestial and the terrestrial. Accordingly the appointment was held widely as creditable to the board which had elected him to be the University's executive.

Dr. Campbell entered upon the duties of the office in July, 1923 and was formally inaugurated on the 22d of March, 1924. Taking as the subject of his inaugural address, "Universities And The Truth," he said: "The fundamental purpose of universities is to hasten the coming of the day when all men and all women shall have a much larger knowledge and comprehension of the truth, so that they may live their lives more richly and more usefully in this exceedingly interesting world; in order, as the Master said, that the truth shall make them free."

A scientist with achievements in science, devoted still to science, remaining the director of the observatory on Mt. Hamilton, to which he had given himself with thorough devotion for a third of a century, he desired no short cuts in education but good broad foundations. And so he said the day of his inauguration: "The first and chief obligation of a university is, as we all recognize, to instruct the students who come knocking at its doors; to disseminate amongst promising and well prepared students, and as far as practicable amongst the people generally the knowledge that has been gained and preserved in all past time. The would-be teacher or physician or chemist or engineer or classical scholar or farm manager or influential citizen is to be thoroughly rooted and grounded in the leading facts, principles, and practices of his chosen occupation—but not, I hope, until after he or she shall have acquired a good education in fundamental and cultural subjects. To devote the resources of the University to the training of students for any of the professions, or for citizenship, who do not have a fair knowledge of their own language, who do not have a fair knowledge of the best literature of the world, of their own government, of the terrestrial conditions which surround them, would be unkind to the students themselves, and could find no more justification as the educational policy of the State than does the false philosophy 'Where ignorance is bliss, 'tis folly to be wise'."

Stephens Memorial Hall

The chapter with the caption "'The Comprehensive Building Plan" did not carry the construction work under that plan down beyond the year 1918. Several of the fine highly useful buildings on the campus today have been constructed under that plan since 1918, at an expenditure of more than three million dollars.

On the banks of Strawberry Creek, which runs through one of the most picturesque parts of the University campus, in the making of which picturesqueness the winding creek has participation, stands one of these later highly serviceable buildings. It is "Stephens Union," named in memory of Professor Henry Morse Stephens, a man who built himself during his service of seventeen years into the life of the institution and the affections of the students in an exceptional manner. This building is the headquarters for student activities and a center of their social life. Long needed, long hoped for, long talked of and planned for, it did not have foreseen assured actual existence until there sprang up in the hearts of students and alumni soon after the death of Professor Stephens in April, 1919, a desire to honor him whom all so greatly loved by the perpetuation of his memory in some useful way. This gave an impetus to the effort for a building for the purposes stated such as it had never before had and aided considerably in bringing it to a very successful completion. Approximately $400,000 was expended in the construction and furnishing of the building. Students, alumni and members of the faculty subscribed approximately $225,000, and $175,000 was appropriated from the funds of the Associated Student organization. The Alumni Association carries on its activities in this memorial building—being thus situated so as in a better way than otherwise to come into sympathetic and helpful relations with the students who are passed on year by year to its ranks.

The "Henry Morse Stephens Memorial Hall" was dedicated on the 16th of March, 1923. The dedicatory address was given by Professor Charles Mills Gayley who said in part: "In honor of one who for well nigh twenty years was professor of history in the University of California this hall is erected. . . By his learning, varied and rich, by his productive scholarship, his wisdom, vision and creative force, Henry Morse Stephens has inscribed his name in the national annals of his chosen pursuit and has shed glory upon this University. Grateful as we are for these deserts of which we reap the benefits, we on this occasion pay a more intimate homage to Henry Morse Stephens. We pay him homage of the heart, because to us of California he was a missionary, a counselor, a guide, philosopher and friend, a great teacher, a great lover of young men."

In an editorial comment concerning the dedicatory services the "Daily Californian" said: "With the dedication of Henry Morse Stephens Memorial Hall the new generation of Californians has gained the inspiration of the great teacher, counselor and friend in whose name it is dedicated. We who are here now can never learn from his lips the way to live. But his spirit is symbolized in the building which was constructed to serve the student body he loved. Stephens Union will never be an ordinary building."

THE STADIUM

A wave of enthusiasm swept over the State and far beyond in 1921 when the campaign for a mammoth stadium was launched and was well along on its way. Both young and old then thought of and talked of the old Roman Coliseum and in connection therewith of the contemplated structure on the

Berkeley hills, greater in its proportions, to be dedicated not to the brutal contests of ancient times but to the competitive games of recognized value, now a part of university life all around the world. The fact that it was to be built and dedicated as a memorial stadium—a memorial to the men who had fought and had died on the battlefields of the great world war, gave added interest to the movement, and in November, 1921, the official campaign for the funds to the extent of a million dollars ended and the Stadium constructed at a cost of approximately $1,017,000 soon crowned a recess in the hills not far from the Greek Theater. The Stadium, built to seat 73,000 persons, was dedicated on the 23d of November, 1923, and was used for the first time for those activities for which it had been especially designed the following day on the occasion of the annual football game between the Stanford University and the University of California teams.

In a dedicatory address Robert G. Sproul, the University comptroller, told in what manner the movement had been carried successfully to completion: "The call was to the wisdom and generosity of every Californian. The answer came with one voice of approval. The students, regarding the Stadium as necessary for the maintenance of that fulness of college life which has been the heritage of all Californians, willingly shouldered a large part of the burden of financing it. The alumni, recognizing that only through the Stadium could they be assured of witnessing the inter-collegiate contests that more than any other single factor bind them to their alma mater, tried to do their share. The general public, the citizens of the great State of California, who love clean sport and who believe that athletics in American University life make for the upbuilding of character and citizenship, responded beyond all expectations. Together these three forces subscribed over a million dollars and made possible without expenditure of one cent of University funds or State appropriations what we see today."

Having told previously of the material construction Mr. Sproul continued: "Built in this manner and from these sources, the Stadium has in it a strength which is not of steel and concrete, but of spirit and enthusiasm and ideals and inspirations. It represents in part the sacrifice and savings of a loyal student body that expressed its devotion to alma mater by pouring more than a quarter of a million dollars into the consummation of the undertaking. Richly favored is the University whose students while they are students and before they have left the intangible influences of the campus, conceive a vision and perspective of what makes for her upbuilding and her highest good. Richly favored is this University in the men and women of the student body who gave generously of their time and talent and money to this great cause and in giving gained a new and better vision of college spirit—not as a ritual of yells and songs but as a religion of unselfish service and whole-souled devotion."

The Stadium represented further, said Comptroller Sproul, the continuing loyalty of a far-flung list of alumni to their old intellectual home and fireside, many of them so far away in this and other lands that they could scarcely expect any personal enjoyment of it but who desired a part in it because of the spirit there to be perpetuated. It represented also, he said, in a very large measure the affection for the University and confidence in it of the general public—inasmuch as far more than either students or alumni their dollars had built it. And finally in conclusion: "It is a splendid memorial we dedicate today. Better than any mausoleum of ancient days, more lasting than the eternal hills which cluster about it; better, because it stands to help the life of men to higher physical, spiritual, and moral values, to teach character and rugged purpose, courage and self-sacrifice to youth. More lasting because it will build into itself the richest and warmest blood of generations and seek its fruitage in the young life of all the days to come."

LeConte Hall

At a meeting which was held in a new building on the University campus the evening of the 24th of March, 1924, the chairman's opening words were: "Ladies and gentlemen, we come here tonight to dedicate this building to the memory of the two great men who first kindled the torch of science on the Pacific slope—the brothers John and Joseph LeConte. . . . . These two men worked side by side for many years on the campus. Their names are linked together in the traditions of the University, and it seems quite appropriate that this building should be commemorated to both of them. When Professor John LeConte came out here the science of physics was perhaps the least advanced of all the sciences in this country. There was a mere handful of men throughout the United States who were in touch with the most advanced developments in the field of physics. There was a still smaller number who were engaged in original investigation. It was to this small group that Professor John and Professor Joseph LeConte belonged. They were not only scholars and teachers, they were also investigators."[4]

The building dedicated that evening as "LeConte Hall" was constructed at an expenditure of $500,000 exclusive of $56,000 for furnishing. The fund therefor was provided by the State. Long time had such a building been greatly needed. For many years the department of physics was housed in South Hall, along with the department of geology and the administrative offices. When East Hall was built on the site of LeConte Hall the basement was assigned to the department of physics.

The occupying some years afterward of California Hall for administrative purposes and the moving of the department of geology to the Bacon building after the Doe Memorial Library had been built opened up the way for the physics department to return to South Hall. At length came a time when that historic hall was no longer adequate and agitation began for an up-to-date adequate structure which resulted in the placing of a $500,000 item for that purpose in the budget for the biennium at the beginning of the year 1921 and the adoption of the item by the Legislature.

In the several addresses which were given at the time of the dedication of the new building in March, 1924, tribute was paid to these two men of high attainments in science who had built their lives in an exceptionally serviceable manner into the University. Professor John C. Merriam, the president of the Carnegie Institution at Washington, D. C., who had been connected with the department of physics in the University for many years, spoke at considerable length concerning them. He stated that he had come from the Middle West to the University as "the first advance or graduate student," drawn here by Professor Joseph LeConte's writings which seemed to him to show "the widest range of philosophical interest and the clearest statement of the problem" and offered to him the greatest stimulus for his work. And Professor Merriam's testimony that night, after his years of wide experience as a man of science himself was: "Professor LeConte as a teacher seems to me (after having touched the work of many men when I was a student and as a colleague and watching them in laboratories and in their various positions throughout the country) to have been one of the outstanding men of America. I have not through textbooks, through scientific articles, through lectures, through seminars, through conversational discussions, touched any man who seemed to stimulate others to a higher level of philosophic thought in science than Dr. Joseph LeConte. The inspiration still is felt throughout the country in the books which he has left—particularly his "Elements of Geology." It is only within the last week that I saw a distinguished man of science take from a book-shelf, LeConte's "Elements of Geology," when he really wanted to know what had happened in the past history of the earth in a geological sense. It is not a book which at the present moment is brought absolutely to date. It is a book which, however, touches the subject and can never be entirely out of date. It is a book which touches it in such a way that you cannot avoid feeling that he had an understanding of what the Creator was about when he made the world. And that is what he put over to his students and through the classroom contacts." Professor Merriam went on then to a brief presentation of Dr. LeConte's philosophy of life in the course of which he observed: "His great contribution to descriptive science and philosophy and in religion was that the thing grows. His great contribution was the vision of nature passing through time. Not nature static at a given moment, not nature shifting the inter-relations between its elements, not nature just a machine in operation; but he saw the universe, the things of life and of people, passing through time and changing as it passed. And the last point is the one upon which he laid the emphasis. It was not merely the inter-relation of things, not merely that they moved through time; but as they moved through time the creative process, which he thought in his soul was the manipulation of the Creator, was making the universe, the life and people upon it, different from age to age and from stage to stage. And that difference and that change, in his mind, was always a change for the better."

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[4] Professor E. Percival Lewis, the Chairman of the Department of Physics.

Professor Merriam stated concerning Professor LeConte that there was "imbedded in his scientific thought that peculiar religious feeling with reference to science which meant that he saw something that was bigger than his gaze could quite cover," that LeConte often said to him: "There is something back of this which I do not understand. I do not think that any scientific man realizes what is behind the expression of physical law as he studies it in the laboratory. There is an ultimate something behind and beyond what we have as yet reached that may never be reached by scientific men. There is something there that is an expression of creative activity known only to the Creator and not tangible to the human being with his entirely limited mental scope."

An especially noteworthy remark in this memorial address on the occasion of the dedication of LeConte Hall was the following: "If Professors John and Joseph LeConte could come back today and move into this building or into the building where you teach geology and various other forms of natural science and should find the University of California teaching the things which they taught, they would think their lives had been complete failures. But if they could come back and find you doing new things, they would feel that their own lives and their own contributions had been a real gift to the world. In other words: They helped to keep the stream moving in the right direction, and they helped to keep that change in progress which the Creator implanted there."

Colonel George C. Edwards, the third registrant when the University opened in 1869, connected with it as student and professor and professor emeritus all its years, spoke feelingly on that dedication occasion, saying that there had not been a day since he had been asked to take part in the exercises when he had not had communion with John and Joseph LeConte as never before. "There has not been an hour of the time when I was awake when I did not see John and Joseph LeConte. I saw them in their family relations. I see them now in their relations. I see them in their relations with the student body. I see them in their lecture rooms. It has been a great pleasure for me to spend time in thinking about John and Joseph LeConte." Sketching their lives then from youth up and telling of their work in the University Colonel Edwards said: "This University is a part of John and Joseph LeConte, and we are partakers of them—of their spirit, of their achievements. . . This building beautifully adapted to the work that is going on here, and that is to go on for years to come—beautiful, dignified building, thy name is LeConte!"

Sixty years before that dedication occasion in California in 1924 Professors John and Joseph LeConte were connected with a bureau of the Confederate government, at Columbia, South Carolina, for the manufacture of munitions of war. Called to California in 1868 to help lay the foundations of the University and work in its upbuilding they so contributed to that great enterprise as to make it possible for Professor Kellogg to say in 1891, when Professor John LeConte's life was ended: "Par nobile fratrum' — they brought hither their wealth of experience and reputation, with a devotion to their work, an elevation of view, a success in new achievement, which for this twenty-two years of the University's existence have been among its chief titles to its good repute." And when later the other brother's life had come to an end after he had served a decade longer, and when in the passing of the years beautiful dignified permanent buildings were taking their place on the campus, how fitting that one designed for some of the sciences to which they were so devoted should bear and perpetuate their names!

HAVILAND HALL

On the 25th of March, 1924, a building was dedicated on the University campus which was destined to play one of the most important parts in the on-going life of the University and of the State. This was Haviland Hall, built at an expenditure of $350,000 for the housing of the School of Education—$250,000 of the fund for that purpose having come in 1919 as a bequest from Hannah N. Haviland and $100,000 by an appropriation by the Legislature in 1921.

Hearst Memorial Gymnasium

The destruction by fire in June, 1922, of Hearst Gymnasium left a great void in the activities among the women students. For nearly a quarter of a century that building had been the center of their student life and activities. William Randolph Hearst, as soon as he learned of this loss, offered to erect a new building as a memorial to his mother, Mrs. Phoebe Apperson Hearst. Early in April, 1927, this building was ready for occupancy and soon then not far from the spot where had stood the long-time cherished old building the activities which are an essential part of student life resumed their wonted sway. At the time of the dedication, Mr. Hearst said: "I built it to take the place of the hall which my mother built. It is devoted to the same purpose; and it is built as nearly as I could know as she would have built it if she had been here. . . It is the rising generation which is of importance in this world, and not the generation that is passing. . . To the better half of this generation, then, this building is dedicated." President Campbell said that day: "It is indeed splendid that we are to have upon the campus this magnificent tribute to a woman whose memory is revered by the entire University community and by all persons who had opportunity to know her. Happily Mr. Hearst is making an investment which will yield splendid and constant dividends of high educational value to the women students of the University through decades to come."

In the erection and furnishing of the building there was an expenditure of $648,521. Nevertheless announcement was made that the building dedicated at that time was less than half of the memorial structure for which provision was to be made later — that attached to the part already constructed would be an auditorium which would seat not less than 6,000 persons, thus affording for indoor purposes such facilities as the Greek Theater afforded for outdoor.

Bowles Hall

In 1928 a much needed long-talked-of structure took place on the University campus in a picturesque spot along the winding roadway leading up to the Stadium. It was the dormitory for men—Bowles Hall, built by Mrs. Philip E. Bowles at a cost of $350,000 as a memorial to her deceased husband, a graduate in the class of 1882 and a long-time regent. Down through fifty-six years the need for dormitories had been apparent and urgent. Again and again was there mention of the need, and high hopes and great expectations rose and sank at times. No one generously came forward, however, to meet the need and so much more pressing seemed other needs that the regents never could make provision for this and never braved the Legislature for an appropriation for that purpose.

A Leader In Enrollment

Early in the ten year period after the fiftieth anniversary the University of California led the universities of the United States and of the world in enrollment. In 1923 the University of California had 14,061 full-time regular students. Columbia stood next with 10,308. Illinois was third with 9,285; Michigan fourth with 8,703; Minnesota fifth with 8,586.

In May, 1923, the University conferred 2,318 degrees — 1773 to members of the senior classes; 545 higher degrees to graduate students.

Some comparative statistics given in "American Universities and Colleges," a 1928 publication, showed that for the year ending in June, 1926, the maintenance expenditures for the University of California exceeded those of any other university in the United States. The figures were: University of California $12,233,712.76; Columbia $10,290,004.63; Harvard $8,153,000; Michigan $9,008,071; Minnesota $8,279,225.40; Iowa $3,667,690.74.

Columbia had at that time an endowment of $98,204,663.43; Harvard had $76,000,000; Yale $45,000,000; Chicago $35,303,567.43; Stanford $28,917,532.20; Princeton $16,184,095.51; California $10,506,506.06; Minnesota $7,412,360.38; Michigan $3,238,154.

Statistics relating to the value of the grounds, buildings and equipment were for four of the leading State universities: Michigan $27,618,432; California $25,600,151; Wisconsin $18,797,779; Minnesota $15,512,361.

During this period several departments and organizations had a particularly rapid and large growth. University Extension began to assume the importance which was to make it soon an outstanding feature of the comprehensive instruction which the institution afforded—as shown in the special chapter given to the extension work on the pages of this book. The Summer School, which has historical presentation in another chapter, took on large proportions also. In 1918 the attendance at the summer session was 4,703—630 being at the session in Los Angeles which was instituted that year. In 1928 the attendance was 8,887, of which number 3,360 were at Los Angeles. Forty-six universities and colleges were represented by the persons in attendance at the sessions in 1928, among them: Harvard, Columbia, Johns Hopkins, University of Glasgow, University of Berlin, University of Munich.

GIFTS

Many of the most important gifts to the University in the earlier years were mentioned in the chapter entitled: "The Benefactions of the Earlier Years;" those of later years in the chapter with the caption, "The Comprehensive Building Plan," and here and there in the one on "The Development After Fifty Years," of which chapter this is a part. The efforts which were made for a long time to bring the people of California to a realization of the fact that the University would never be what it ought to be unless the gifts from the state and national governments were supplemented generously by individual donations began to meet with wide-spread response about the beginning of this century and continued through the years increasingly—the desire being to help to make the University in every way a worthy institution. "Many of the higher services in the University; more especially those of an idealistic nature, are based upon gifts and bequests," said President Campbell in his annual report in 1924. Approximately one half of the many million dollars which have placed on the campus at Berkeley the enduring buildings standing thereon has come from private sources.

Since the year 1920 a total of $16,105,430.96 has been received from individual sources. And in this total is not included hundreds of gifts the value of which was not computable.

The largest gift ever made to the University is that of John D. Rockefeller, Jr., $1,750,000 for an International House—the direction of which foundation is not by the regents but by a board established by Mr. Rockefeller. The gift by A. P. Giannini for agricultural research and for a building therefor, and that by Edwin F. Searles rank next, $1,500,000 each—that by the latter standing now in the University endowments at $1,541,417.41. The endowment for the George Williams Hooper foundation is listed at $1,349,694.14, The Kearney bequest fund is given as $1,179,222.17.

The gift in 1919 by Edwin F. Searles of Massachusetts was an especially fitting one. It consisted of 25,000 shares in the Pacific Improvement Company, valued at $1,500,000. Years before, Mr. Searles had married the widow of Mark Hopkins, one of the men who laid the foundations of a large fortune in the building of the Central Pacific Railroad. The State of California, which made possible Mark Hopkins' fortune, was deserving of something like that from that source. In a letter to the comptroller, Ralph P. Merritt, Mr. Searles said: "I make this gift in evidence of my high appreciation of the value of the educational work of the University both to the nation and to the State of California."

The gift was without restrictions—to be used as the regents might deem best. The income from it for the year ending June 30, 1928, was $55,111.78. The income is designated for the general support of the University.

The list of the many gifts, year by year, hundreds of them each year, affords an interesting study. They have been made by persons in all ranks and works of life—a large number of them by persons of no great means.

If those gifts, both large and small, had tongues they would tell much that would be of interest and profit. The M. Theo. Kearney gift would tell of a man striving in the center of the great raisin district to bring about a cooperation which would solve the perplexing problem of the raisin industry, of distrust at length by the people whom he sought to benefit, and then of defeat, followed soon by the climax—a bequest which carried to the University an estate of thousands of acres of fertile land which had been made by him one of the beauty spots of California, with no restrictions, with the simple suggestion that an agricultural experiment station be established thereon.

The George Williams Hooper gift would tell of a man of fine business integrity, just in the highest sense of the term, forceful, yet gentle and sweet-spirited, full of loving kindness, of sympathy for all mankind, giving aid and comfort here and there unostentatiously, who by patient industry having accumulated a fortune, remembered magnificently in the disposal of it the State which had made possible that accumulation.

The Jane K. Sather gifts would tell of a woman who had not had such privileges as the University was affording the youth of California, who took thought as to what the future of the institution should be and decided to do some of the things which she believed were in danger of being overlooked or not sufficiently emphasized, and who accordingly strengthened the foundations of classical learning, caused to be reared a stately shaft symbolizing Aspiration, and arched an entrance with an inviting gateway to Opportunity embosomed on the alluring campus.

THE UNIVERSITY OF CALIFORNIA AT LOS ANGELES

The University of California at Los Angeles, an integral flourishing part of the University of California—a part of great promise because of the importance of Southern California and the interest which the people there have in higher education, is an outgrowth of what was for several years called the Southern Branch. In 1919 the regents of the University for the furtherance of the educational interests of the State took over the Normal School at Los Angeles, and in addition to the work for the training of teachers established certain lower division classes in several subjects taught in the University at Berkeley. At an early date the work was expanded so that it was possible in 1923 for Director Ernest C. Moore to state: "The Southern Branch of the University has grown from small beginnings into a center of instruction of size and influence. A strong and well trained faculty has been assembled. A student body as fine as any in the land has been assembled. Standards and traditions are being worked out and a college spirit as genuine as that of Berkeley herself is to be found here."

This work was regarded as experimental. Dr. Moore wrote in 1923: "We who are in some measure responsible for coordinating the Southern Branch with the larger work of the University, and making it an integral part of the one institution for the higher learning which the regents maintain on behalf of the State of California, feel that we are carrying on an experiment of no slight significance to the education of the future. We are trying to discover whether or not a university can conduct its work in two localities. The experiment is significant, for, as the nation grows and the states increase in population, it is inevitable that the state university must either transform itself into a state-wide system of higher education, under a single board of regents, or become one of several competing state colleges. The latter alternative has nothing in its favor. The former arrangment is still in its experimental stage and must be perhaps for many years to come; but if the last four years in the history of the University of California mean anything they seem to indicate that if the good will which has thus far supported the experiment continues it will inevitably succeed."

In 1926 Director Moore stated: "The most significant thing about the Southern Branch of the University is its significance. Other states have parceled out their higher education to competing institutions and have had cause to regret it. California has chosen a better way. When the population of the State became to large and the number of recommended high school graduates in it so great that university instruction given in one place no longer provided opportunity for all, the board of regents opened a second center of instruction so related to and identified with the original University as to be not a rival but a part of it. In doing so they undertook an experiment of concern to every other commonwealth with a state university, for it is evident that as states grow in population their state universities must either remain single-celled institutions and see rival and competing centers of public instruction spring up about them or they must transform themselves into systems of higher instruction. The experiment which the State of California is performing has for its object to determine whether or not a university can organize and give a part of its work five hundred miles away from the mother university."

Stating then that the experiment, in its seventh year at that time, had been successful so far the Director remarked as he had remarked in the beginning, "With good will it will succeed." Further, in a survey of past and future, it was stated: "The first duty laid upon us all has been to study the requirements of this new undertaking in administration and to devise ways and means of accomplishing a result, through cooperation, which has hitherto never been attempted. The precepts and the wisdom which are available to guide the administrators have grown up about past efforts to maintain the independence of institutions. If we exchange competition for cooperation we must give our hearts and minds to a years-long never lapsing effort to make not independence but cooperation succeed. I am frequently asked how long it will be before the Southern Branch is an independent state university. Those who ask that question think of institutions only as they have known them; they have not asked themselves what they must become. If anyone will meditate on that aspect of the State University's existence he will see that it must always be one. It will not at all times be easy to keep it one. There are many factors of pride and locality that will seek to dismember it, but the conviction of every one of us should on all counts remain what it was at first—that the higher education of a state cannot flourish if its parts are set to contending against each other; and since that is so there is no degree of patience or self-denial too great to be summoned to the task of keeping it one."

The desirability of a site away from the center of the city of Los Angeles soon became manifest and the need therefor ere long became pressing. In 1925 seventeen different locations were submitted to a committee which had been constituted to make selection. Choice fell upon Westwood, and on the 25th of October, 1926, a tract of 383 acres was dedicated for State University purposes. The fund for the purchasing of this tract was secured mainly by several Southern California municipalities voting bonds to the amount of a million dollars. Los Angeles voted $700,000; Santa Monica $120,000; Beverly Hills $100,000; Venice $50,000 — the three last named cities being so situated with respect to the site as to be considerably advantaged.

The Legislature did its part for the furtherance of this laudable enterprise by submitting to the people a measure for a bond issue for six million dollars, one half of which should be used in the construction of buildings on the new site at Los Angeles, the other half for a similar purpose at Berkeley. The people responded to the call and measured up to the educational opportunity, with a majority vote of 650,282, more than two thirds of the total vote, and dignified structures thus provided for are now taking shape on the University's far-flung campus — one of the buildings at Westwood having already been named Royce Hall, after the eminent philosopher Josiah Royce who as a youth of 15 entered the University in 1871 soon after it opened in the College of California buildings in Oakland.

In February 1927 the regents voted to change the name of the branch at Los Angeles to the University of California at Los Angeles.

For the year 1927-28 the total attendance was 6,997—2,599 in the academic departments, 4,398 at the summer session.

In 1928 the conclusion of the director was: "The experience of eight years warrants us in saying that with good will it is possible for a university to conduct a part of its work five hundred miles from the mother seat. But it is not possible to do that as well as it should be done without a more adequate administrative plan and machinery."

In the summer of 1929 the movable property of the University of California at Los Angeles was transferred to the new campus at Westwood. The ambition and devotion of the people of Southern California will enter into the making of a great university on that beautiful, commanding site. The institution at Los Angeles will never know any such period of infancy and childhood as the institution at Berkeley has known. Its development will be much more rapid. Such gifts as some for which the University waited many years will come much sooner at Los Angeles than they did at Berkeley. Already there is a gift of $500,000 for a Student Union building at Westwood—a memorial for William C. Kerckhoff, a pioneer in the development of our Southland.

THE ALUMNI ASSOCIATION

Soon after the University entered upon the second half century of its existence the Alumni Association began to exert the influence in the affairs of the institution befitting such an organization. Alumni had been members of the board of regents from an early date, and had been of marked service in that position. John L. Beard of the class of 1868 of the College of California was the first thus to serve, being appointed in 1876. Arthur Rodgers of the class of 1872 and George J. Ainsworth of 1873 were appointed in 1883; Charles W. Slack of the class of 1879 was appointed in 1894; Jacob B. Reinstein of the class of 1873 was appointed in 1895. All rank high in their service for the University.

In the year 1918 a constitutional amendment was adopted which made the president of the Association a member ex-officio of the board. Soon after that enactment the regents adopted a resolution in which it was requested that the graduate body of the University express to the board through the alumni member the attitude and wishes of that body concerning questions of general policy from time to time to be under consideration by the board. At the time of the adoption of this resolution President Barrows, who had recommended it, said: "Every man and woman who has graduated from the University of California has a direct and continuing responsibility for the University. I make this statement in the expectation that no alumnus will overlook this responsibility. The University is so great in number of students, in its influences and its many lines of activity, that the combined wisdom and counsel of all those connected with it is necessary at this time and in the future to guide its course as a servant of the State of California. The Alumni Association is the recognized organization of expression of the thought and interest of all former students. The president of the Alumni Association by virtue of his office is a member of the regent body and therefore expresses to the president of the University and its regents the welcome opinion and point of view of all the alumni. There are now and may be in the future many matters of University policy which should have the earnest consideration of the alumni. It is my earnest desire to avail myself of the great assistance that can come from consideration of University problems by the men and women who have had the privileges of our University training. The Alumni Association must continue to be the strong right arm of University administration."

In November, 1921, in order that it might most effectively serve the University through the cooperation which had been invited a board of University visitors was established by the Alumni Association. It was made the duty of the board to visit the University from time to time, to study its activities and its needs, and to report thereon to the council of the Association.

In his report for the last year Mr. Robert Sibley, the executive manager, stated that the activities of the Association were many and that its service was near and far. There are alumni organizations in six hundred towns and communities and cities in the State. The "California Monthly," of which publication Mr. Sibley is editor, carries month after month much interesting and valuable matter concerning the University to the members numbering more than twenty thousand and also keeps them in touch with one another through information of a personal nature. Several office workers are kept busy answering by letter questions which come in continually. A bureau of occupations makes itself highly serviceable in aiding students who seek work that will enable them to prosecute their studies—approximately 7000 jobs being secured for the year 1927-28 for students at Berkeley and Los Angeles from which was realized a total sum estimated at a million and a quarter dollars.

THE GENESIS OF THE CALIFORNIA MONTHLY [5]

"The California Monthly," the organ of the Alumni Association, a publication which has been made highly serviceable to the University for several years by Mr. Robert Sibley, its editor, was established in 1909—in lineage, however, going back to earlier dates. Prior to 1909 there were alumni departments in other publications; and for six months in 1902 there was a monthly called "The California Graduate," which was published by an incorporation known as "The California Graduate Publishing Company."

When "The University of California Magazine" was established by the students in March 1895 it announced Arthur O. Lovejoy of the class of 1895 as its chief editor; Bernard P. Miller of the class of 1897 as chief business manager; A. F. Morrison and E. M. Wolf, the president and secretary respectively of the Alumni Association, as ex officio alumni editors; Professors William Carey Jones and Thomas R. Bacon as counsellors.

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[5] This section has been so constructed as to give in brief the histories of "The University of California Magazine" and "The University Chronicle" as well as that of "The California Monthly."

In the salutatory it was stated: "The Magazine has, according to the intention of its originators, a relation alike to the retired and active members of the college community; in other words, to the alumni on the one hand and to the students and the faculty on the other. In each of its relations it has a tolerably distinct object. With regard to the alumni it stands for the belief that it is for the best interests, not only of themselves and of the University, but also of the State, to whose advantage the work of the University is ultimately directed, that those who have gone out from the college into active business of whatever sort should still keep in touch with the collegiate life, should still maintain their interest in it and feel its influence. There has been, perhaps, too little of this in California; but certainly the greatest usefulness of the University as a working force in the larger community (not to mention the University's own prosperity and the graduate's own advantage) cannot be wholly secured without a close and permanent bond of sympathy and of reciprocal influence between the college and the men and women whom it has sent forth. The Magazine hopes to contribute in some degree to this end by presenting from time to time articles of especial interest to alumni and frequent contributions both from some of their number and from members of the faculty, by conducting an alumni department devoted to news concerning graduates and to short communications upon matters of alumni interest."

This arrangement marks a definite step toward that which was accomplished a few years later when, through its own publication, the Alumni Association came into the place of helpfulness which it has long occupied. No publication down to that date had such a relation to the alumni as this one was to have and did have. And there is good ground for the belief that it came about by the conjoint planning of alumni and students. Whether the movement had its suggestion with members of the faculty who were or were not members of the Association, or with alumni who were not of the faculty, or with the undergraduates, cannot now be determined. About a month before the appearance of the first number of the Magazine "The Occident" said editorially: "Such a publication as 'The University of California Magazine' promises to be has long been under consideration, but until recently none could be found with sufficient courage to take the reins of management; for the forthcoming publication will not be the first literary magazine established in our midst, and it requires no small amount of courage and determination to essay the rejuvenation of a dead cause."

The foregoing was written doubtless with the literary feature of the publication in view especially. But among the recognized needs long unmet was that of a medium of communication between the University as an entirety and the alumni. In January 1895, due no doubt to appreciation of this growing need, the student publication, "The Berkeleyan," stated in an editorial under the caption "Alumni" that a copy of the issue for the 24th of the month had been mailed to all of the Alumni whose addresses were procurable. It was remarked therein: "The University has now reached such an age and has turned out enough graduates that its Alumni constitute an important part of the makers of public opinion of the State. They are scattered over all parts of the Coast and fill positions in all professions and walks of life, as well as places of trust in the State. To the University of the present they furnish encouragement by their achievements. . . The University is stimulated to right endeavor not only by the example of the lives of its Alumni but also by the direct interest they take in its affairs." For these and other reasons "The Berkeleyan" made "its best bow to the Alumni" and asked sympathetic interest and cooperation.

As early as July 1875 "The Berkeleyan" had solicited such cooperation and had asked for frequent contributions to its pages. Through the years news notes concerning the alumni were printed from time to time. In its issue for December 21, 1885 "The Berkeleyan" announced that the issues for the next year would contain several articles from the hands of gifted Alumni, alumni personals and some short character sketches. In June 1887 the following announcement was made: "Next term we shall aim to give the magazine a stronger local flavor than heretofore. This we shall do on the advice of many alumni and former residents who do not find enough of reminiscence in our staid pages to make them as interesting as they might be." Nevertheless no changes were made in the nature of the publication in the few numbers which were published thereafter. [6] It remained for "The University of California Magazine" to begin in 1895 to meet the long-felt need.

The first number contained a valuable article by President Kellogg entitled "An Alumni Meeting Thirty Years Ago." It told of the organization of the "Associated Alumni of the Pacific Coast" and of the inspiring meeting which was held in 1864 and of later meetings. President Kellogg was secretary of the organization from the beginning and remarked in the magazine article that no part of his time had been better spent than that which was given for many years to the interests of that organization. Account of some of these early meetings, attended by graduates from colleges and universities all over the country, has been given in Part II of this book.

With the September number of the "University of California Magazine" the editorial direction of it passed into the hands of Galen M. Fisher of the class of 1896. In that issue it was stated editorially that the establishment of the magazine in March had been somewhat tentative and arrangements for its management accordingly provisional. Now when its future seemed assured it was found necessary to set forth some plan of control and direction. The declaration then was in part and so far as it relates to the Alumni Association: "The alumni editors shall for the present consist of the president and secretary of the Alumni Association, ex officio.

"Should the Association hereafter wish to elect special alumni editors to have immediate management, and a more direct share in the general management of the magazine, the change can readily be arranged.

"The chief editor shall have the ultimate power and responsibility of deciding concerning the admission of matter to the magazine."

In October 1897 announcement was made that the magazine had been made the official organ of the Alumni Association. Later it was stated that it was the official organ also of the Council of Associated Alumni—an organization formed because of the unwillingness of the Alumni Association to receive into its membership the graduates of the Affiliated Colleges. In the October issue it was stated in the report of the annual meeting of the Alumni Association that steps had been taken to have the magazine sent to every alumnus, and that the growth and development of the University, the changes in departments, personal news of graduates and University news in general would be a regular feature.

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[6] See further concerning "The Berkeleyan," as a student publication, Chapter XXXI, which gives a brief history of all the student publications.

In the "University of California Magazine" for February 1904 suggestions were made for the re-organization and improvement of the alumni department. Among the suggestions were the following: That the editor of the department should be a graduate student and that it should be so enlarged as to contain occasional articles of merit by members of the Alumni Association as well as the news items which had from the first been the main feature. This news feature was, under the suggested scheme, to include some chronicling of the achievements of the alumni for the benefit in general of the University. These suggestions grew out of the retention of John A. Brewer as alumni editor after his graduation in 1903 and his retirement as editor-in-chief. No material change, however, is apparent on the pages of the publication the few remaining months of its existence. Without any statement with respect to its future the last number of the magazine was published in May 1904. Presumably when that number was published the management was expecting its continuance at the beginning of the next University year. However, merger with "The Occident" was arranged soon, and on the 19th of August "Vol.1," "No. 1" of "The Occident Magazine" was published. On the 29th "Vol. 47," "No. 2" was published—the publication thus being made to date back to August 11, 1881 when "The Occident" began its existence. "The Occident Magazine" was called the "Alumni Official Organ" down to January 1907. It was, however, edited and managed wholly by the undergraduates. Previous to August 1904 contributions had been requested from the student body. This was changed so as to read: "Contributions are requested from the alumni and the student body."

The "Occident Magazine" was not of much service among the alumni and in 1905 steps were taken toward arrangements which it was hoped would prove more satisfactory. It was the hope when the two publications were combined that "The Occident Magazine" would carry forward the best in each of the separate publications. It did not so eventuate. In September 1907 the name was changed to "The California Occident," and no trace remained thereafter of "The University of California Magazine,"—next to "The University Chronicle" in its best days one of the most serviceable publications the University has ever had.

Neither the "University of California Magazine" nor "The Occident Magazine" was at any time an Alumni Association publication. Their relations to the Association were no different than was the relation later of "The University Chronicle"—a publication edited and published by the University from 1898 onward, and which was also for some years the official organ of the Alumni Association.

This should be noted however, as already made evident: Whereas "The University Chronicle" was established by the University, the "University of California Magazine" came into being apparently on the conjoint planning of undergraduates and graduates, and also of members of the faculty. In the carrying on of the magazine the editing throughout was by the undergraduates except for a few months before the publication of it ceased. There was cooperation, of course, on the part of the ex-officio alumni editors, whose names stood most of the time at the head of the alumni department.

"The University Chronicle," which was established by the University in February, 1898, as "An Official Record," stands as the latest link with the periodicals of the Alumni Association which date from January 30, 1909, when "The California Alumni Weekly" was established.

In a comprehensive catalogue of the graduates of all the departments of the University, which was published in 1905 and mailed to all whose addresses were known, a circular was enclosed which suggested the availablity of "The University Chronicle" as an alumni organ. About that time the "Chronicle" began the publication of several pages of alumni notes under the caption of "The Graduates." In the issue for March 1906 was the following statement: "The University Chronicle aims to be of interest and of use to the graduates of the University. This object it can accomplish by bringing them at regular intervals a record of the significant activities of the University, by publishing addresses and papers of members of the faculty that are deemed to have some permanent interest, and also by notes of the alumni—their work and interests." This statement was made in what was already regarded as a graduate department and it was remarked: "The compiler of the items gathered for this department of the 'Chronicle' feels their present inadequacy. This, however, will be remedied. The 'Chronicle' as a matter of fact is not in a position this year to take up the department at all. The great stimulation of alumni interest, however, brought about by the recent distribution of the directory of graduates has seemed to demand that some preparation at least be made for bringing the 'Chronicle' into the service of the graduates.

"Moreover, according to the proposal accepted by the Alumni Council, the editing of the alumni department is to be entrusted entirely to the alumni secretary.

"It is to be hoped, however, that eventually the Association will be able to have a publication of its own."

In January 1907 a department with the caption "The Graduates" was established in "The University Chronicle." The caption was changed to "The Alumni" in July. It was stated at that time: "With this issue the University of California Chronicle becomes the official organ of the Alumni Association, so that through the kindness of the management we are able to have the benefits of a dignified publication much sooner than would otherwise have been possible. This privilege is granted without expense to the Association, which would in its present condition be unable to assume the risk and responsibilities of an independent magazine for a year at least."

The editing of the department was by the secretary of the Association. Arrangements were made to send "The Chronicle" without extra charge to all members of the Association who paid their dues.

This arrangement with "The University Chronicle" continued to January 1909, when the Association began the publication of "The California Alumni Weekly" which under different names has been continued down to the present time.

In January 1916 publication began to be twice a month and the name became "The California Alumni Fortnightly." In September 1921 a change was made to monthly issues and the name became then "The California Alumni Monthly." In September 1923 the name was changed to "The California Monthly."

CHAPTER XXIX.

COLLEGES, SCHOOLS AND DIVISIONS

In the general manner in which the years of the University have been covered thus far the several colleges, schools and divisions at Berkeley and elsewhere have had considerable specific mention and consideration. It has been shown how some of them came into existence, what in part their growth has been, what and who have entered into their up-building, what the difficulties some of them have encountered, etc. In one way or another some of them have threaded nearly every chapter having to do with the University since it was chartered. It is the purpose of this chapter to bring all the colleges, schools, and divisions down to date—to consider, both with respect to their present and their past, those which have had their past considered only in part, and to link together the present and the past of those which have already had presentation with respect to their organization and early development. By this course of procedure, especially by showing in brief what the several colleges, schools and divisions are aiming to do today, it is hoped that the great worth of the University to the State may in some degree be made manifest.

In the act to create and organize the University it was stated that it should have for its design "to provide instruction and complete education in all the departments of science, literature, art, industrial and professional pursuits, and general education; and also special courses of instruction for the professions of agriculture, the mechanic arts, mining, military science, civil engineering, law, medicine and commerce."

The organic act provided specifically for the establishing of colleges of Agriculture, Mechanic Arts, Mines, Civil Engineering, Letters, Medicine, Law, "and other like professional colleges;" also for "such other colleges of arts as the board of regents may be able and find it expedient to establish." By later legislative act (1872) the College of Chemistry was established. It was in pursuance of the directions in the organic act that the College of Commerce was established by vote of the regents in 1898—the demand for which and the wide field of service it was calculated to occupy and fill are presented on pages 445-48.

One of the sections of the organic act provided for the affiliation with the University of other incorporated colleges, or special courses of instruction, upon such terms as the respective corporations might deem expedient.

It is under these and other such provisions that the University has developed into a great institution—serving the State for many years in ways unthought of when it was chartered, but through an expansion permitted by the legislative act which created it.

Several years passed before all of the colleges which the regents were directed to establish forthwith were fully organized. The organic act directed that the College of Agriculture should be first established, and that in selecting the professors therefor the regents, so far as possible, "select persons possessing such acquirements in their several vocations as will enable them to discharge the duties of professors in the several colleges of Mechanic Arts, of Mines and of Civil Engineering; and in such other colleges as may hereafter be established." In the appointment of Ezra S. Carr as professor of Agriculture, Chemistry and Horticulture, there was the beginning of the organization of the College of Agriculture.

In the appointment of John LeConte as professor of Physics and Industrial Mechanics there was the beginning of the College of Mechanics; that of the College of Mining in the appointment of Robert A. Fisher as professor of Chemistry, Mining and Metallurgy. The appointment of W. T. Welcker as professor of Mathematics and Frank Soule Jr., as assistant, were the beginnings of the College of Civil Engineering.

The colleges thus ordered and organized were called "The Colleges of Arts." The organic act made mention of the donation to the State by the College of California, and ordered the regents accordingly to establish a College of Letters, to be "coexistent with the College of Arts," and "to embrace a liberal course of instruction in languages, literature and philosophy, together with such courses or parts of courses in the aforesaid College of Arts as the authorities of the University shall prescribe."

It was enacted further: "Only the first year's course of instruction shall be provided for in each college at first, the other successive years' courses being added in each year as the students advance to the same, until the full course in each college is established; provided, however, that the board of regents may organize at once the full course of the College of Letters, if in their judgment it is expedient so to do, in order to allow the College of California to convey the residue of its property to the State for the benefit of the University, and to become disincorporate, and go out of existence, pursuant to its proposition to that effect."

The proposition and donation by the College of California had been made with the expectation and understanding that the State would forthwith upon its acceptance put into operation on its grounds at Berkeley such an educational institution as would make it possible for the College to hand over at once its four classes for full instruction. Accordingly the College of Letters was the first full-fledged college organized in the University. It had been a part of the first agreement with the State authorities that the College of Letters should be the first college named in the organic act for establishment; but on the advice of John W. Dwinelle, one of the College trustees and the member of the Legislature who had the final shaping of the act to create and organize the University, immediately before the measure was introduced, the College of California committee agreed to the order adopted. This was in deference to the provisions of the Morrill land grant act, and was to avoid opposition to the bill to establish the University.

In the development of the early succeeding years there came to be in the College of Letters the classical course, the literary course and the course in letters and political science —leading to the degrees respectively of bachelor of arts, bachelor of letters and bachelor of philosophy.

THE COLLEGE OF AGRICULTURE

Here and there on the pages of this book there is much concerning the College of Agriculture. It figured in the life of the University in the early years with special prominence because of the fact that the land grant under the Morrill Act was to a considerable extent intended for the furtherance of the agricultural interests; and the organic act, as framed by the Legislature in 1868, made the creating of the College of Agriculture the first duty of the board of regents. There were some troublous years, as preceding pages show, before the claims for this college were adjusted satisfactorily. (See chapters XXII and XXIII). Under wise leadership that came about at length which was for the best for the people in general and with the ongoing years the College of Agriculture became one of the mightiest up-builders of the State. Both in its standards and achievements the College of Agriculture in the University of California is authoritatively ranked as one of the leading agricultural colleges in the United States.

Record of the fine service which Professor Eugene W. Hilgard rendered in the up-building of it through many years is found on the pages of earlier chapters. It is narrated how Agricultural Hall and Hilgard Hall took their places on the campus under the Comprehensive Building Plan. [1]

The agricultural extension work is considered in detail in chapter XXX. Concerning this extension service Professor Crocheron stated in 1928: "The result of this continuous contact of the University with the problems of the farm people has given a new and direct vehicle for the institution in the hearts and homes of those who live in the open country. The University through the work of its extension service is making it possible for California to continue as a more successful agricultural region than any other similar area in America. The application of science to the affairs of farm life bids fair to permanently maintain on the farms of California a rural civilization which will be comparable in effectiveness and progressiveness with that of the cities."

It is worthy of note that the research and extension work make larger drafts on the resources of the College of Agriculture than teaching does.

"With the exception of sugar cane, every major crop produced elsewhere in the United States is grown here; and in addition a number of special crops of first importance in California. . . There are about eighty commercial crops currently produced in California, and the California Agricultural Experiment Station is the one institution maintained by the State charged with all the phases of research on problems pertaining to the production and marketing of these crops."[2]

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[1] See the section entitled "The Laying of the Foundation of the College of Agriculture," pages 369-72. Concerning Agricultural Hall see pages 491-92; concerning Hilgard Hall, pages 504-05.

It is significant that one of the largest gifts ever made to the University, that of A. P. Giannini, $1,500.000, is wholly for agricultural purposes—half a million for a building and a million for endowment. In that building, which will soon be completed as the third in the agricultural group, will be carried on a research work intended for the advancement of the economic welfare of the farmers of California.

"The expenditure directly chargeable to the College of Agriculture for the three years to June 30, 1929, exclusive of buildings, etc., represents 22 per cent of the total expenditures of the University. This percentage does not include general overhead, administration, or maintenance and operation of the physical plant."[3]

Experiment Stations At Riverside And Fresno

The Citrus Experiment Station, located at Riverside, at the heart of one of Southern California's great industries, stands as one of the prominent broadening-out services of the College of Agriculture in its efforts to aid the State which fosters it. This enterprise was brought into existence by an act of the Legislature in 1913. Provision to the extent of $60,000 was made for the purchase of land and $125,000 for the erection of buildings. A tract of 475 acres was purchased in 1915, approximately 300 acres being tillable, the remainder rough hilly land suitable only for range and forestry work. The buildings were ready for occupancy in 1917 and were dedicated in March 1918. This Riverside institution has as its functions investigation and graduate instruction—the investigations relating especially to the problems connected with subtropical horticultural work under irrigation.

Speaking at the time of the dedicatory services concerning the need for such an institution in Southern California, Dean

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[2] See article by Dean Merrill in California Monthly for January 1928 —"What and Why Is the College of Agriculture?"

[3] Statement furnished by H. H. Benedict, University Accountant.

Webster said: "The range of crops that can be cultivated in Southern California is probably greater than in any other section of the United States. Our lands, ranging in elevation from 300 feet below sea level to 11,000 feet above that level, furnish wonderful opportunities for varied industry. Where else is the country that cultivates successfully apples, peaches, pears, cherries, and all temperate zone fruits, and just as successfully grows oranges, lemons, dates, avocados, guavas, and many tropical and sub-tropical plants? Where, again, alongside of these can one find thousands of acres of alfalfa, beans, sugar beets, cotton, corn, sorghums, and the like? . . Does not this great range of possiblities of culture render such a station, centrally located as this is, necessary and indispensable? . . Our dry lands must be developed; our worthless hill lands must be made to serve a useful purpose. Our great State must go forward, and this station will play its part in the great advance ."

Some of the most valuable experimentation work has been done at the Fresno station on the great ranch which came to the University in 1906 by bequest from M. Theo. Kearney. Nowhere else has there been any work comparable with it in showing what can be done to make alkali soil tillable and productive. Mr. Kearney bequeathed his 5,400 acres of fine farming lands, worth probably a million dollars above indebtedness thereon, to the University without any restrictions—suggesting, however, the creation of an agricultural experiment station, to bear his name, and to be a part of the agricultural department of the University. That gift, one of the largest ever made to the University has been utilized mainly in other ways; but in this experimentation it has probably been more beneficial than in all other ways.

The University Farm At Davis

The instituting of this valuable branch of the College of Agriculture in 1905 and its opening in 1909 were told on pages 449-50. Steadily through the years since it was established it has grown in serviceableness. Without the farm at Davis the College of Agriculture could not meet the needs of the State in any adequate manner. A recent Legislature, recognizing the splendid contribution which the branch at Davis was making, made provision for the Animal Science Building which was completed last year at a cost exceeding three hundred thousand dollars. This expenditure brought the total amount expended for buildings on the farm at Davis in a period of six years up to a million dollars. In 1922 a building was constructed for the dairy industry department at a cost of $216,000, without its equipment; a building for horticultural purposes was constructed also at a cost of $100,000; in 1927 the agricultural engineering building was constructed, the outlay therefor being $140,000.

That which has been called "A University On Wheels" went out to the farmers of California one day in March 1928. It required fourteen railroad cars for its transportation, one of which contained an up-to-date completely equipped farm house kitchen. Bleating sheep, grunting hogs, mooing cows, cackling hens and gobbling turkeys were a part of the living cargo. A Pullman car was arranged for lecture room purposes—the aim being to carry this department of the University helpfully for a day into many of the leading centers of agriculture throughout California.[4]

THE WHITAKER FOREST STATION

In 1910 a unique gift was made to the University, consisting of 320 acres of big timber land in the mountainous part of Tulare County, to be held, in the condition in which it then was, for forestry investigation and resarch connected with that branch of instruction as given in the University, and for a pleasure park for the people of the State. Among the conditions was the following: "That no sequoia or redwood trees growing or that may grow on said premises shall be felled or cut down." Another was: "That no whiskey or other intoxicating liquors shall ever be sold or dispensed on said premises."

In accordance with the stipulations of that gift experimentations have been conducted on that tract by the division of forestry in the Agricultural College, the home of which division is in Hilgard Hall on the University campus.

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[4] Concerning University Farm at Davis see the salutatory in "The Weekly Agricola" for September 29, 1915, quoted in the section on Student Publications in Chapter XXXI.

The Colleges of Engineering

The College of Mechanics, the College of Mines and the College of Civil Engineering, in the University, are grouped as "The Colleges of Engineering." Together they render a service of inestimable value to the State.

Engineering is an ancient profession, dating back to the earliest historic periods. Civil engineering, as distinct from other engineering, dates back to the middle of the 18th century, when a new class of engineers had formation in Europe, and all engineering work which was not done by military engineers or for military purposes began to be called civil engineering.

The constitution of the Institute of Civil Engineering, which was founded in Great Britain in 1828, defined civil engineering as "The art of directing the great sources of power for the use and convenience of man, as the means of production and traffic in states, both for internal and external trade, as applied in the construction of roads, bridges, aqueducts, canals, river navigation and docks for internal intercourse and exchange, and in the construction of ports, harbors, moles, breakwaters, lighthouses, and in the art of navigation by artificial power for the purposes of commerce and in the construction and adaptation of machinery, and in the drainage of cities and towns."

With the passing years civil engineering became less inclusive,—a group coming into existence which was known first as the mechanical civil engineers and finally as the mechanical engineers. There came to be also a group known as mining civil engineers and later as the mining engineers. In their profession were combined the principles and practices of the civil and the mechanical engineer and the utilization of the knowledge afforded by the chemist, the geologist and the metallurgist.

Engineering Affords Opportunity For High Achievement

In a recent article in the "California Engineer" Professor Charles Derlith, Jr., dean of the College of Civil Engineering, recounting some of the achievements of engineering during the last few decades, declared that the profession of engineering now "offers one of the finest careers for achievement and service." After comparing some of the modern engineering achievements with some of the greatest of ancient times, Professor Derlith asked: "Is it any wonder that young men are allured to these achievements of Aladdin and his wonderful lamp of Pure Science and its engineering assistant?" At that time Professor Derlith stated: "An engineering career is a complex of qualities and duties. Take for example the structural civil engineer. His monuments must have strength and stiffness; therefore he is a physicist and student of mechanics. They must be durable and built of available substances; thus he must be acquainted with metallurgy, tests, geology, the chemistry and physics of materials. His work must be economic, have consistency in its parts; have beauty and charm; consequently he should be a student of economics and aesthetics. What he contrives should be useful, therefore adaptable; its parts require uniformity, simplicity, reliability and adjustability; this means that he should have the spirit of invention."

But these prerequisites, it was shown, were not enough, the engineer must have capacity for promotion. "He must be a business man, he must understand finance. At least he must be able to interest men of business and capital. He must have those qualities which will make these leaders trust him and rely upon him." Further it was stated: "To promote an enterprise and achieve its design are important steps, yet they alone do not produce a building. The plans must be let to contract, the work must be executed in the field. Therefore the engineer must have the sense of the contractor. He must know the arts and understand artisans. He must inspect and direct their work. Once built a structure must be fit for use. It must be maintained. A railroad needs operation; an industry requires scientific management; the employes must be directed. Thus we see that there are manifold qualities and duties. Some men may be proficient in nearly all of them, but any one man should be capable to train himself for fitness in a few. The engineering profession therefore has endless variety of opportunity. It has multifarious contacts with other human institutions."

In a paragraph showing how business was dependent on engineering Professor Derlith said: "Municipal and sanitary engineers cooperate with medicine and bacteriology; structural engineers are partners in architecture; agriculture may depend upon irrigation engineering; surveying links with geology and astronomy; a railroad requires experts in economics and statistics; specifications and contracts deal with the law; the design of city building requires fireproof construction, fire protection and prevention. Thus these engineers commune with economics and insurance. Endless relations for the engineer can be cited. He comes in contact with every human interest. In the present generation the engineer is becoming indispensable as an expert witness, as a student of evolution and rate making in public utilities. In short the engineering profession is beginning to sense as never before that our modern civilization requires his entry into public affairs and politics." [5]

CULTURAL STUDIES FAVORED

It is worthy of note that the professors who are directing the affairs of the Colleges of Engineering are advocates of a liberal education for the engineer. In an article in the "California Engineer" in October 1924, Professor J. H. Hildebrand, who was dean of men at that time, wrote of the value of the cultural subjects and the difficulty in arranging the curricula so as to provide for them and not do damage to the specific professional preparation, and stated suggestively to the students, for whom the article was especially intended: "Now it is not necessary to take a course in every subject that might profitably form a part of one's education. If there is no time to take a course in literature, or music, or art, or philosophy, remember that someone who may be just as eminent in his field as the professor in your own University has written a book on the subject which you can read in odd moments that would otherwise be wasted. Remember that reading a great book is more important than hearing someone's comments upon it. The library is a better and fuller source of education than the faculty, and there are no limitations on study lists."

In 1926 the Tau Beta Pi society made a study of the apparent need for the broadening of the courses of study in engineering and in its report went on record as follows: "It is here put forward that definite contact with the 'cultural' studies is an invaluable asset to the engineer; and unless some appreciation of these branches of learning is formed in college it is doubtful if the average engineer will take an intelligent interest in them."

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[5] California Engineer, April 1929.

Among the opinions of officials of the University which were published at that time was this by President Campbell: "I think it highly desirable that the curricula for engineering students contain a higher percentage of courses which we may popularly describe as cultural. In the list I should like to see especially represented, English, Economics, and History. But I recognize that the reorganization of the curricula presents some difficult problems and that the subject is a complex one."

Joseph N. LeConte, professor of Engineering Mechanics, stated: "The idea is a good one in that its endeavor is to substitute cultural subjects for some of the technical work upon which too much time perhaps is being spent. The mechanical arrangements of the schedule of courses presents the greatest difficulty in the adoption of such a plan."

Baldwin M. Woods, associate dean of the University, stated: "To require engineering students to include eighteen units of selected cultural courses in their curricula is a good one. It is good because the inclusion of the courses is obtained by the method of prescription, the method used for the basic and the technical courses, because the committee on schedule is given a definite task; and because the need for breadth as well as intensity in the engineering curricula is thereby recognized."

Frank H. Probert, dean of the College of Mines, expressed the belief that cultural courses were of "great value to the engineering students," but that any change at that time was extremely difficult if not indeed impossible.

Dean Clarence L. Cory of the College of Mechanics stated that the better students in that college were allowed to elect any of the cultural or liberal courses in place of the more subordinate courses in mechanics, but that mathematics and physics were fundamental to all engineering and must be required!

There was resultant good from this consideration, and more is anticipated after a movement which is now well along toward accomplishment shall have united the colleges of Mechanics and Civil Engineering under one directing head.

The significance of this movement is to be found not so much in what it has accomplished or may accomplish in the near future, but in the fact that it is consonant with the spirit of the University from its beginning—a determination that the education to be afforded in every department should be on the best cultural foundations.

THE COLLEGE OF MINING

The College of Mining has been of large service during the sixty-two years of the life of the University—not only to California but to the world; for its graduates have been sought for and have filled positions of the highest responsibility and worth all over the world.

It was the prominince of the mining interests in California which suggested to a member of the first Legislature the idea of modeling a state university after a college of mines in Mexico. And it is worthy of note that the first up-to-date college building constructed under the "Comprehensive Building Plan" was the Hearst Memorial Mining Building.

Although the College of Mining had its beginnings, as hereinbefore stated, in the appointment of Robert A. Fisher in 1868 as professor of Chemistry, Mining and Metallurgy, several years passed before it had more than this incipient stage of organization. In 1874 William Ashburner, who had come to California in 1860 on the geological survey under Professor Whitney and who had taken up later in San Francisco the practice of his profession, was appointed professor of mining engineering. Ashburner had studied in Paris for the profession of mining engineer and had acquired some distinction in the practice of it in the East. Very soon after his appointment to the professorship in the University his business in California had such an increase that he was unable to perform the duties of the professorship and the appointment was changed to that of an honorary position.

George F. Becker, a graduate of the Royal School of Mines at Berlin, who had been for two years a lecturer on Metallurgy, and then an instructor, carried on the work of the College of Mines for a few years thereafter, and then it came under the direction of Samuel Benedict Christy, by whom not only its substantial enduring foundations were laid, but by whom also it was made one of the leading mining colleges of the world.

Beginning as an instructor in 1874 Professor Christy became the head of the college in 1885 and continued down to the time of his death in 1914—being the dean at that time.

In the course of his administration Professor Christy visited and studied the leading schools of mines in this country and other countries, investigated by study and by explorations in the mining regions of California the peculiar needs here, and then applied his accumulated knowledge in such a manner as to make the College of Mines of untold value to the State in which it was situated.

In a comment in the "Engineering and Mining Journal" on his highly serviceable life soon after his death it was observed: "The secret of his success lay in the enthusiasm, pertinacity, industry and personal charm of Christy himself. He was able not only to inspire his students but to impress upon their parents and the public at large the value of the thorough training given them under his direction. His own example was contagious. Besides the practical labors of his office he prosecuted laboratory researches of the most delicate and complicated character, in which it was a privilege for any student to be his assistant."

Professor Christy was an alumnus of the University which he so finely served for more than thirty-five years. When in 1874 he was graduated from the University, technical degrees were not being conferred; and although his achievements were many during the latter part of that century, it was not until 1902 that he held more than the primary baccalaureate in philosophy, when Columbia recognized his worth not only to California but also to the nation and conferred on him the honorary degree of Doctor of Science.

Between 1893 and 1903 the registration in the Mining College increased approximately ten-fold. In 1893 only a little more than four percent of the total registration at Berkeley was in this college; in 1903 it was eleven percent. It was claimed in 1903 that the Mining College was "without doubt the largest mining college in the world" . . . "Men come to us for instruction from all parts of the world—from China, Japan, the Philippines, Australia and England; besides, graduates from such institutions as Harvard, Yale, Cornell and Cambridge." [6]

It required time and effort to make it evident to the people that the College of Mining could give valuable training. In an address which Professor Christy gave at a meeting of the California Miners' Association in San Francisco in 1894 he remarked: "There is no profession where practical experience is more essential than in mining. But the necessity of sound training is too often lost sight of. A hard-headed Arizona miner once put the matter very tersely, when the superiority of 'the practical man' was being strongly urged, by saying, 'I have had thirty years' practical experience in mining and I would give twenty-five of those years to have had a good technical education to begin with.' "

It was a graduate of the University of California, in its first stage, Gardner Williams of the College of California, class of 1865, who brought the diamond mines at Kimberly in South Africa into successful operation at a time of despair on the part of their owners. Made manager of that property, he gave it soon the commanding place in the diamond market of the world. And when he had a son for whom he desired education in mining he sent him to the University of California.

The College of Mining has as its dean at this time Professor Frank H. Probert, who came to the University in 1916 after a successful professional career in Canada, Wales, Germany, and in the eastern sections of our own country; and who was chosen as dean in 1917.

The College of Mechanics

The College of Mechanics, one of the first to be established, came into active marked operation in 1875 under Frederick G. Hesse as professor of Industrial Mechanics. At the time when he appointed Professor Hesse for the head of this college President Gilman said: "It is rare to find a man qualified to fill the duties of a chair of industrial mechanics both by his scientific attainments and by practical knowledge acquired in the shop; but Mr. Hesse is such a man." William Carey Jones wrote in 1895 concerning Professor Hesse: "A man beautiful and simple in his character, unsuspecting and credulous in his dealings with men, thoroughly scientific in the quality of his intellect, he was eminently suited for a university professorship." Writing recently on the early history of this department, with which he has been connected since 1892, and recounting some of the difficulties which had to be surmounted, Professor Joseph N. LeConte said concerning Professor Hesse: "He soon found the upper classmen so poorly grounded in the fundamentals of engineering that he was obliged to teach them mechanics and even calculus before he could make progress in the higher branches. This he was able to do on account of the very small number of students who presented themselves. Professor Hesse had a keen mathematical mind and impressed most profoundly the students of his earlier days of instruction." [7]

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[6] California Journal of Technology, February 1903.

During the thirty years that Professor Hesse was at the head of the College of Mechanics he laid enduring foundations for it and made it one of the highly serviceable departments of the University.

Clarence L. Cory, who came to this department of the University in 1892, has been dean for many years.

In an article which related to all the Colleges of Engineering, Professor Cory wrote not long ago: "The young men in the Colleges of Engineering have impressed upon them the fact that detailed first-hand knowledge must be gained in the most painstaking manner before each individual graduate really becomes an engineer. While he is a student in engineering at California, however, every effort is made to the end that he shall receive and take from his alma mater lessons well learned in methods of study and mental processes, and in addition a full realization of the fact that to be of the greatest service to his fellow men it is incumbent upon him to organize and administer not only with technical knowledge but also with full understanding the financial and economic relations of scientific research and engineering work." [8]

" 'Follow the leader' is a dangerous game for industries to engage in because science is advancing so rapidly that research must be recognized," remarked Professor Cory recently. And in that connection the observation was: "Today the life of every person in the United States is affected in some way and to a considerable degree by the development of industry primarily due to the clear thinking, originality, industry, perseverance, and cooperative spirit of the engineer. Science is now advancing at a rate so rapid, and with results of such far-reaching influence, that no industry can ignore the importance of research and long survive. Progress in research alone, on the one hand, guarantees the security of enormous investments; but at the same time it assures the continued progress of engineering and human uplift." And finally the remark was: "In the fields of engineering science, particularly when related to original research or sound economic and financial requirements, the opportunities are legion and exceedingly varied for seriously minded, properly trained young men in the engineering sciences and economics." [9]

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[7] California Engineer, April 1929.

[8] California Monthly, March 1924.

THE COLLEGE OF CIVIL ENGINEERING

As hereinbefore stated the College of Civil Engineering began to be when W. T. Welcker was appointed professor of Mathematics and Frank Soule Jr. was made his assistant. The department was established 1872 and Frank Soule was made the head thereof. Continuing as professor and dean for thirty-five years he made the College of Civil Engineering of incalculable service in the upbuilding of the State.

The opening years of the twentieth century mark the beginning of a great expansion in the service of this college. There came into existence then a department of irrigation; the relations between agriculture and engineering were defined; instructors in municipal and sanitary engineering entered into cooperative work with the medical department, with bacteriology, animal industry and hygiene. In cooperation with State officials this college works for the fostering of intelligent public opinion concerning water supply, drainage, sewerage and problems of health. For many years the office and laboratories of the chief engineer of the California State Board of Health and those of his assistants have been in the Civil Engineering building on the campus at Berkeley.

Professor Charles Derleth, the dean of the College of Civil Engineering, was the chief engineer in the designing and constructing of the Carquinez Straits bridge, one of California's recent great achievements, on which approximately six million dollars were expended.

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[9] California Engineer, October 1925.

THE COLLEGE OF CHEMISTRY

The Political Code of 1872 authorized the College of Chemistry, and it was organized the latter part of that year by Professor Willard B. Rising, who had gone from his College of California professorship for two years' study in the great universities of Germany. Some idea of the foundations which were laid for this college is afforded by what Edmond O'Neill, connected with the University almost from its beginning as student and professor, said concerning Professor Rising at a memorial service in 1910: "He absorbed the spirit of Bunsen. The simplicity and genuineness of this master was the keynote of Professor Rising's work in Berkeley. He was scientifically honest. His original work extended over many fields, particularly thermochemistry, explosives, mocrochemistry, and analytical chemistry." Of his experiments in general it was stated: "They were marked with the carefulness and accuracy of the school of Bunsen and Burgelius." [10]

The scientific work in the University the early years centered in the College of Chemistry. All students in any manner interested in science registered in that college. There was no College of Natural Sciences for some time.

The high standards of thorough foundation in the fundamentals which characterized the College of Chemistry from the beginning were maintained down through the years, and the College ranks today not only as one of the very best in this country but in the world.

In his report for the year ending in July 1928 Gilbert N. Lewis, the dean, remarked: "The advanced courses in chemistry and other subjects taken by the students of this college are of the most expensive sort, but the training of this select body of men, who year by year enter a great variety of industries throughout the State, constitute one of the best financial investments that California is now making."

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[10] University Chronicle, April 1910. See also pages 472-73 herein for things further concerning Professor Rising.

THE COLLEGE OF COMMERCE

The College of Commerce is considered as to its origin on pages 445-48. As already stated it ranks now in enrollment next to the College of Letters and Sciences. In its most recent announcement the purposes of the College of Commerce were said to be threefold: "Its principal object is to provide students with a sound non-specialized mental training which will enable them to attack business problems effectively. It seeks in this connection to supply a broad knowledge of business organizations and to give practice in assembling, analyzing, and drawing conclusions from scattered business data. The College builds upon a broad foundation laid during the first two years, followed by increasing specialization during the junior and senior years. A second purpose of the College is to make easier the transition of its students from university to business life, and a third is to encourage research in business problems both on the part of its students and of its faculty."

The educational opportunities which are offered in the College of Commerce are among the many indications of the comprehensiveness of the service which the University is rendering today to the people of the State.

Among the several lines of business for which the College of Commerce affords preparation are banking, accounting, transportation, foreign trade and shipping, government foreign service, insurance, and advertising.

With respect to the course of instruction in banking it is stated: "More than ever before American bankers are insisting upon thorough educational preparation for their employes." With respect to the course on foreign trade and shipping it is remarked: "The construction of a great merchant marine and the likelihood that the United States will play a much more important part in foreign trade matters in the future makes the field of foreign trade and shipping an exceptionally promising one for young men at the present time."

In the College of Commerce report for the year 1928, Professor Henry Rand Hatfield, who was dean at that time, called attention to the tendency in American universities to extend commercial training into graduate work and recommended the adoption of graduate courses. In announcing in 1929 this curriculum, which leads to the degree of master of science in business administration, it was stated:

"The graduate year in commerce has been planned to assist the graduate to gain a comprehensive knowledge of business problems and to develop the capacity to solve these problems . . . The real function of the business executive is to do work that is creative. The successful executive must know the methods and processes of scientific analysis, must be able to locate facts and to sift the essential from the non-essential, and must be able to make and carry out decisions in accordance with these facts. In addition, he must understand the human and material forces with which business deals."

The College of Commerce has seventy-four officers of instruction. Henry F. Grady, Ph. D., is the dean.

The College Of Letters And Science

Commencing in early years the College of Letters maintained two courses of study—the Classical and the Literary. Changes later brought about a course in Letters and Political Science. Other later changes created as the colleges of liberal or general culture, the College of Letters, the College of Social Sciences, the College of Natural Sciences—the studies leading respectively to the degree of Bachelor of Arts, Bachelor of Letters, Bachelor of Science.

In the year 1915-16 the three colleges, those of letters, social sciences and natural sciences, were merged for the formation of the College of Letters and Science. Its primary purpose (as was that of the old College of Letters) is to afford a "liberal education"—to enable young men and young women to lay those broad cultural foundations which will pave the way to the attainment of that which is best in life. Although not vocational in purpose it ministers to the vocational—not only in laying foundations therefor, but indirectly continuously throughout life. Within a few years two-thirds of all undergraduates at Berkeley were registered in this college.

In an article in 1924 concerning this college Monroe E. Deutsch, the dean, wrote: "In their candidacy for degrees all undergraduate students in the several schools—jurisprudence, medicine, architecture, education—are members of the College of Letters and Science. Students may therefore specialize in the social sciences, the languages and literatures, the sciences, the professional fields, or the arts. The College of Letters and Science hospitably shelters all—demanding of all its students, however, the same fundamental training and the same degree of specialization, as far as units can measure this."

Dean Deutsch said further: "It is manifest that because of the large number of students enrolled in the college it will furnish a very large proportion of the graduates of the University who will attain eminence and reflect credit upon the institution. When one recalls that from it will come our scholars in the humanities and the sciences, our statesmen, in some measure our leaders in the business world, our writers, our lawyers, our physicians, our architects, our teachers, it becomes clear that our future men and women of distinction will be found to an extraordinary degree in this college."

The College of Letters and Science continues to rank as the largest single unit in the University. For the year ending in June 1928 the registration was twice as large as that of the six other undergraduate colleges combined. The registration for the year 1928-29 was 6,490 in a total of 8,833. Inasmuch as the studies which lay the proper cultural foundations are in this college, without which no education is what it should be, this large registration is not surprising.

THE SCHOOL OF ARCHITECTURE

A department of Architecture was established in 1903 and John Galen Howard, the supervising architect under the comprehensive building plan, was appointed professor therein. President Wheeler stated in his report in 1906: "I am convinced that the work of no department of the University more honestly meets an existing need than does the work of this; for though the number of students who may go forth from it annually may not exceed a dozen they will be well trained and will bring a much-needed forward impulse to the standards of building and art in California." Writing concerning the department nearly a quarter of a century later, after it had developed into "The School of Architecture," Director Howard stated: "Like all strong oaks the school began in a small way as something else. It is hard to recognize in the present group of one hundred and sixty-three full professional curriculum students working in a building devoted exclusively to architecture the direct and logical outgrowth of the tiny seed with which the development began twenty odd years ago, without a fixed place of being, with only a handful of students, all but without a faculty. And that number of full curriculum students is only the nucleus; there are this semester four hundred and seventy students who are taking at least one course offered by the department, all of whom are to be reckoned as belonging to the group. The character of the work has undergone a similar or even greater development." The proof of the school, remarked Professor Howard, is in its alumni. "Those who have gone out from under this roof have taken notable places in the community both as architects and citizens."

THE SCHOOL OF EDUCATION

The School of Education, organized in 1914, an outgrowth of the department of education, owed its existence largely to Professor Alexis F. Lange who had been connected with the University in various capacities since 1890—a man whom Will C. Wood, the superintendent of public instruction, spoke of at the dedicatory services of Haviland Hall in 1924 as "The Nestor of California Education." The purpose of the School of Education is the training of teachers and school administrators; particularly, teachers for the secondary schools—the training of them not only for today but for tomorrow also. To this end its scope is such that there is provision therein for research and the survey thus of the wide field of Education. Since 1922 Professor W. W. Kemp, Ph. D., has been the dean.

The enrollment in education classes for the 1927-28 term was 12,083, of which total number 5,013 were at the summer session in 1927, 1,241 at the intersession, 5,819 during the first and second semesters of the 1927-28 University year.

The School of Education led in 1927-28 in registrations in the graduate division, having 496 out of a total of 2,189.

The higher degree candidates of the School of Education have been in increasing demand for some time by colleges and universities. During 1927-28 the following named institutions elected its graduates to faculty positions: University of Michigan, University of Minnesota, University of Indiana, University of North Dakota, Florida State College for Women, St. Mary's College, Territorial Normal School at Honolulu, State Teachers College at Tempe, Arizona, State Teachers College at Fresno, State Teachers College at Santa Barbara, State Teachers College at Arcata.

THE GRADUATE DIVISION

The Graduate Division, which dates its beginning back to the first decade of the University, and which includes the departments and schools which give instruction beyond the degree of bachelor of arts, grew apace during the last decade. The registration in that division at Berkeley was in 1928 nearly three times as large as it was in 1918. The figures for 1917-18 were 862; for 1927-28 they were 2,186. The registrants the latter year who were graduates of the University numbered 1,457. Those of other California institutions numbered 238; other educational institutions West of the Rocky Mountains were credited with 144; those of the Middle West with 199; those of the Eastern and Southern states with 112; and foreign institutions with 36. The importance of this division was admirably set forth in a recent article by Dean Charles B. Lipman in "The California Monthly" on "The Function of the Graduate Division," in which he said:

"The undergraduate student assimilates existing knowledge; the graduate student aims at the discovery of unknown facts and principles. One is a person of scholarly bent; the other is that and an explorer besides. While both are necessary to our life and work, it is clear that our inspiration, our spiritual and material progress can only come from the world of exploration. To the world, the Graduate Division, along with other graduate schools, is indispensable because it trains and prepares not only the leaders in discovery but the expert associates of the discoverer. In successful research, as in everything else, as much credit is due to the highly skillful, patient, and exquisitely trained technician, as to the genius who leads and inspires in an attack upon a difficult problem."

Dean Lipman wrote at that time of research as the mainspring of the organizations called graduate schools. "It is the fountain-head of inspiration, the source of new knowledge, the means of discovery of great practical value, all of which mold the advanced student into the form which he should take to serve his fellows best. . . Not only is research important because it is a significant, perhaps the most significant factor in the Graduate Division, but because research and its numerous blessings can only continue for the world in a large way through the maintenance of graduate schools of high caliber. In other words there is a reciprocal relationship between the world's research and the world's graduate schools. The graduate student of today is the indispensable investigator of tomorrow. He is the link between the world of legitimate adventure and discovery — the priceless struggle to learn the truth—and the world which merely learns from our treasure-troves of accumulated lore how to live better and to work better."

However, inasmuch as approximately two thirds of the students in the Graduate Division were not engaged to much extent in research work, but were preparing themselves for various professions, Dean Lipman gave consideration also to the fine contribution to the State which the Graduate Division was making in their training.

Up to the present time the University has conferred 671 degrees of doctor of philosophy, 109 of which were in chemistry, 64 in history, 63 in agriculture, 54 in zoology, 40 in astronomy, 42 in physics, 34 in mathematics, 27 in geology, 24 in education, 28 in economics, 22 in botany, 19 in political science.

The Summer School

In a preceding chapter the origin and value of the Summer School were set forth. Its serviceableness and the interest in it have grown with the passing years. For the year 1929 there were new and special features — among them an Institute of Social Work, for fifteen days following the National Council of Social Workers in San Francisco. The School of Adult Education was a significant feature, the director of which was Professor H. A. Overstreet of the College of the City of New York, an outstanding advocate of adult education.

The registration at Berkeley was 4,790—being 437 less than it was in 1928. Forty-seven states and fifteen foreign countries were represented—Rhode Island being the only state not listed on the rolls. California's total was 3,604. Oregon and

Washington stood next among the coast states, with 99 and 88 respectively. Texas led among the distant states with 74 representatives and Pennsylvania stood next with 61. Missouri had 56; Iowa 45; Illinois 44; Michigan 43; Ohio 40. The registration at Los Angeles in 1929 was 3505—making a total of 8,295.

Under the caption of "The Summer Study Idea" Sir John Adams of the University of London, lecturer for several years at the University of California, drew recently a graphic word picture of summer sessions as he has seen and known them here: "In these schools we have represented the inthrust of maturity: fully developed human beings are claiming all the privileges formerly limited to youth. But on the social side we find in these schools a curious reversion to juniority. The mature people who come to summer school find their environment there specially suitable for a throwback to the greater freedom of irresponsible youth. When one looks at the thronging students on the Berkeley campus, for example, one cannot but feel that one is in the middle of an epitomized world, where there is an abundance of give-and-take and where the spirit of youth prevails and infects those whom anno domini would seem to rule out of the region of infection. We are told that it takes all sorts of people to make a world: and here on the summer campus we certainly have plenty of material to meet the demand. It is largely on the out-of-doors side that we see embodied the social side of the training the university supplies. As one gazes at the ten thousand students of all ages, sizes, and (in the matter of dress and complexion) all colors, one can understand the educational value of their reactions on one another. One can almost literally see the corners being knocked off and social polish being rubbed in. Mr. H. G. Wells tells us that the primary function of the school is to promote intercourse, and to watch this cheerful myriad of students is to see this promotion proceeding apace."

After setting forth thus the value of this campus association Dr. Adams jocosely remarks: "I have often wondered as I watched these cohorts of gaily tinted humanity bummeling cheerfully along, all talking at once, how the intercourse problem was being solved. On one occasion putting my difficulty to a group of women students who had come to consult me on quite a different problem, one of them made a reply that has somehow fixed itself upon my memory. 'Well, Professor Adams, (the spokeswoman said to me) it's like this: if any of us says anything that is worth listening to, we all hear it'."

Among Dr. Adams' concluding remarks is the following: "In particular the teacher element in the student body gets on the campus and among the various social activities just that human interaction it requires and demands. . . When we realize that Miss Evelyn Dewey's statement that there are two hundred thousand single teacher-schools is probably an understatement rather than an exaggeration, we see reason to regard summer schools as not desirable but essential elements in the educational organization of the country."

THE LIBRARY

The beginning of the Library and to some extent its early development have been set forth at different places on these pages. The story of the acquisition of the Reese fund of $50,000, the income from which has been nearly three times the amount of the fund, has been told; and it has been shown how the Bancroft collection, the Bacon Art and Library building and the Doe Memorial building were acquired. [11]

According to statistics which were given in "American Universities and Colleges," published in 1928, the library of the University of California ranked as seventh in size. The figures were: Harvard, 2,497,200 volumes; Yale, 1,700,000; Columbia, 1,025,000; Chicago, 1,000,000; Cornell, 750,000; Illinois, 707,717; California, 638,937; Pennsylvania, 615,325; Michigan, 615,000; Princeton, 580,000; Minnesota, 475,000; Wisconsin, 349,000; Stanford, 335,000; Ohio State, 300,000.

The statistics apparently were for the year 1926—the figures for the University of California according with those which were given in the report of the librarian which was made June 30, 1926. Between that date and June 30, 1929, nearly one hundred thousand volumes were added, the figures then being 735,718.

The budget framed by the library committee of the academic senate for 1929-30 calls for $171,830 for administration purposes—of which amount $138,340 is for salaries and assistance. For the purchase of books the budget calls for $70,125.

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[11] For the beginning of the Library see pages 412-414; concerning the Bacon Art and Library Building see pages 427-30; the Michael Reese Library Fund, see 430-32; "The Memorial Library Building," see 487-89; the Bancroft Library, 448-49.

Among the large library funds established by gift is the Carpentier fund of $100,000—the income from which, it is worthy of note, is "to be used by preference for the purchasing of books and other material of instruction and research relating to the five great areas of Asiatic civilization, particularly China, Japan, India, Arabia, and Babylon."

The year 1919-20 which marks the reception of the Carpentier gift, which was made by Horace W. Carpentier, — a pioneer citizen of Oakland, marks also a very significant small gift (one of the most significant ever made to the University) by an unknown Hindu student who wrote in a letter enclosing fifteen dollars: "I beg to introduce myself as a student who graduated from the University of California recently. With the view of continuing my studies further I worked in summer vacation and when I returned here a week before going to the University of Illinois, I find that I have hardly enough money to pay the train fare and to meet the college expense of at least one term. In my undergraduate days I always thought that I should do something for the University after my graduation. But I deeply regret to say that my above financial situation can't enable me to do anything. And if I postpone I still feel doubtful as to whether I will ever be able, because something else may then be waiting for me. Under the circumstances I am sending you herewith a check of $15 for buying any books for the University library. . . Wherever I may be I can't forget the everlasting obligations which the University has conferred upon me; and, if possible, will try to do something for her. I am writing the words 'if possible,' because India considered with respect to industrial developments is in a very crude stage. So much of my time will be devoted for the purpose which probably may keep my mind into oblivion about University affairs here."

Wide Use Of Bancroft Library

Professor Herbert E. Bolton, the director of the Bancroft Library, stated recently: "The Bancroft Library each year becomes increasingly important as the center of research for our graduate students and members of our staff in the history of the Pacific Slope and Hispanic America. But its influence does not stop here, for scholars interested in these fields are coming in constantly larger numbers to consult the rich collection of materials comprised in the library."

Among the distinguished writers making recent use of it was Dr. John P. Harrington of the Smithsonian Institution, who is eminent as an ethnologist; also Professor Allen Nevins of Cornell University in the preparation of his notable biography of John C. Fremont.

MORRISON MEMORIAL LIBRARY

In November 1926 one of the University publications had in its table of contents as part of the caption of one its articles the words: "A Gift To The Students." On the page on which the article appeared the caption was: "The Alexander F. Morrison Memorial Library." The words, "a gift to the students," are significant, for that and that only is what the Morrison Memorial Library is. It came about at an opportune time, for Mr. Harold L. Leupp, the librarian, had been longing for some such recreative literary room for the students as this gift made possible. Mr. Morrison, a member of the class of 1878, had gathered during the years of his life which ended November 13, 1921, a large number of valuable books, nearly fifteen thousand of them, which came finally into the possession of the University in a manner such as to give the impression that the collection must have been from the beginning designed for that end. Julius Wangenheim of the class of 1887, president for some time of the Alumni Association, has written about it as follows: "One evening when Mrs. Morrison was giving a dinner at her home, there were present, among others, Judge Everett Brown, Robert Sproul, Robert Sibley and myself. Always interested in books, I browsed around among the volumes in the living room. Mrs. Morrison, noting my occupation, stated that the best books were in the attic, whereupon I asked to see them. She at first demurred, claiming the usual housewife's excuse of disorder (where there is none). I insisted and we all went up to the third floor where the sight that met our eyes was comparable only to what Aladdin saw in the magic cave. The room was lined with a richness of books far beyond our anticipation. They were more than a fascination to the eye; one seemed to hear an audible voice from that array of wisdom and great names, and to feel as an exhalation the spirit of the noble man who had brought them together; and for some little time we were unable to speak. Finally, Mrs. Morrison told us that she had hoped to present them to the University, but that they were so vital a part of Mr. Morrison's life that she hated to think of them as scattered and swallowed up in the cold catacombs of the library stacks, where they would be lost, and inaccessible to the touch of the individual student. We all concurred in that and hoped that some arrangement might be made whereby they could be set apart somewhere in the library reading rooms, to carry on and disseminate the spirit with which they had been gathered and in which they had been used."

The next day Mr. Wangenheim had an interview with Mr. Leupp, the librarian of the University, and steps were taken which brought soon into being, in one of the most accessible parts of the library building a beautiful literary rest-room—a recreative place, in which by browsing among the attractive books surrounding them students may day by day be actually recreated.

This room, beautifully furnished, on the first floor of the library building, is open each day from noon until ten o'clock at night, and ministers each week in its delightful way to approximately a thousand young men and young women whose lives will be shaped by the spirit which pervades it.

The Morrison Memorial library room is not a study room; notebooks are excluded; it is not a lounging room. Blessed the student who knows how to use it and uses it!

Provision was made by the donor of the "Morrison Memorial Library" for an annual income of $100 a month for the upkeep of the collection and the purchase of new books. Accordingly the library thus acquired will not be a thing to be cast aside after a time, but will be an abiding growing part of the University in its ongoing life.

School Of Librarianship

In 1922 a department of library science was established in the University which, developed through the years, is now the

School of Librarianship. In the year 1918 a beginning was made in educating college students. Elementary instruction in the summer sessions began at an earlier date. Since 1925 only college graduates have been admitted to the course in librarianship.

The attendance the first year was limited to thirty—principally on account of a lack of training force. The course which at first was for one year was extended to two years—this leading to the master's degree. In the year 1927-28 fifty persons were in attendance, selected out of eighty-seven applicants, a large proportion of whom came, after a period of practical experience, for the formal training thus afforded. In 1928-29 eighteen registered for second-year courses, and fifty entered then for the work of the first year.

In an article on "Librarianship as a Profession," in the "California Monthly" in 1925 Mr. Sydney Mitchell, now director of the school, remarked: "For many years even the best positions were filled by drafting men and women from other professions, and minor and clerical work is still largely done by those who have often merely gone through high school and taken some sort of apprenticeship. So many librarians now, however, require college and library school graduation in their assistants that those hoping for headroom in their profession are no longer content with less. The high school librarian must have as long and as careful education as the high school teacher, and most public libraries, and of course college libraries, have many positions open only to college graduates with professional training."

For such reasons as here indicated the University added to its many other colleges, schools and departments the School of Librarianship—being one of several educational institutions to follow the example which was set by Columbia College in 1887 when there was established there through the zeal and persistence of Melvil Dewey, her librarian, the first library school in the world.

UNIVERSITY HEALTH SERVICE

The University of California in 1906 led the universities of the country in the establishment of medical and health service. This service stood out for many years as unique, as different from that of other universities in that it precluded participation for profit by outside physicians. In the years since it was initiated a service of immeasurable value has been developed, and today there is under construction on the campus an up-to-date building the provisions for which require an expenditure of $450,000. In the infirmary year by year thousands of students have had at a cost to them individually of an incidental charge of a few dollars each year (never exceeding eight dollars) such medical attention and treatment as would have cost in many instances sums mounting up into the hundreds.

This beneficent service owes its inception to Dr. G. F. Reinhardt, who was the head of the department of hygiene. A few years after its establishment Dr. Reinhardt stated in his annual report: "The most important lesson the infirmary teaches is prevention. The greatest good the infirmary can hope to do is to teach students the wisdom of early attention to illness. No case comes before the University physicians where occasion is not taken to point out how such an illness might have been avoided altogether or how its serious consequences might have been minimized." Another lesson which the infirmary teaches, said Dr. Reinhardt, "unconsciously, but effectively, is democracy." All students, upper or lower classmen, rich or poor, receive identical treatment. The best is done for every student; there are no special privileges to be purchased. If a student occupies a single room, it means that his case requires segregation; not that, as at Harvard, Princeton, or Cornell, he has paid for exclusive quarters. As far as the authorities can judge this arrangement has never been criticized by the students. Indeed it seems that the infirmary fosters among the students who resort thither a sense of fellowship and mutual understanding."

Stating that another lesson which the infirmary taught to students was the efficiency and economy of organized medical aid, Dr. Reinhardt elaborated this as follows: "Through organization a maximum of medical service is rendered for the minimum of expenditure. Our American public are sadly ignorant of the laws of health protection, but the students who pass out of the University may be the leaven that shall leaven the whole lump. Certainly when people realize that most diseases can be prevented, they are going to organize in such a way that they may obtain the services of a physician without the repeated payment of fees. Already arguments are being raised against the possible organization of the people for medical service. . . Nevertheless cooperation is the only feasible method by which people of ordinary means can have the advice of the best physicians. That fees are high is true; that they cannot be much lower is also true. The requirement for the training of a physician in both time and money is steadily increasing. Adequate reimbursement is only just. Because these things are unavoidable, people will have to resort to some form of cooperation, whereby a per capita tax will cover the main expenses as in the University infirmary."

That cooperation which Dr. Reinhardt, a man of vision, foresaw seventeen years ago, has not yet come to pass despite the fact that with respect to sickness and health the American people have borne for several years a burden which has been crushing to countless thousands. Nevertheless no right-minded citizen, whatever there may be lacking in the medical attention which he may be able to procure, is begrudging the students of the University of California the up-to-date provisions which are being made for them in the commodious infirmary building which will be ready for use in a few months. In a recent statement Dr. Robert T. Legge, professor of hygiene and university physician, said: "We are trying to make the new infirmary a home rather than an institution. We have planned a large fireplace in the waiting room to lend cheerfulness. The bed patients will have all the comforts of a hotel. They may lie in bed and listen to the radio over their private 'phones, or they may switch on the reading lamp over their heads, pull a lever which adjusts the mattress to a comfortable position and read a book. . . We are looking ahead fifty years in building the new infirmary. The building is so planned that a large addition may be put on the rear whenever it is needed. . . We have arranged the wiring so that any new invention, including television, may be incorporated."

MILITARY DEPARTMENT

The organic act directed that provision be made for instruction in military science, and in accordance therewith a military department was established at an early date. In the second university year this department was formally organized, Professor W. T. Welcker being chief instructor and Professor Frank Soule commandant. A picture of the cadets that first year and a picture of them today would furnish some interesting contrasts. After uniforms had been procured at $28 a suit, in some manner swords, belts and sashes must be secured for the officers. Mexican war veterans were sought, junk shops ransacked, and souvenir trunks in attics overhauled. The result was: side-arms varying in style from the cavalry saber to the dirk; sashes of silk and of worsted, of all shades from crimson to pink—wrote Colonel Edwards in later years. "For all that, a very nice little battalion was built up. We were proud of it, and so were our friends."

In an article in "The Occident," one of the student publications, in 1884, Colonel George C. Edwards, the commandant for several years, mentioned some of the difficulties that had been encountered in the administration of the affairs of the military department. "The amount of time devoted to drill is pretty small when in the four years it amounts to less than four weeks' work at ten hours a day. Common consent has established that amount of drill as being the fair thing. Notwithstanding the fact that a minimum amount of time is devoted to the military department there is and always has been an undercurrent of hostility to the department on the part of both faculty and students. The law establishes the department. The spirit of the law ought to be carried out, as common consent interprets it. Any attempts at new constructions is likely to call for a strict legal interpretation, and then we shall be knee-deep in all kinds of difficulties and misunderstandings." Accordingly Colonel Edwards' advice was: "Do the best you can and be cheerful about it."

In recent years the right of the State to make military training compulsory for the male students has been challenged—the claim being that the provisions of the Morrill land grant act do not require compulsion, that the instruction should be afforded, the taking of it be optional with the students.

Recently there was established at Berkeley four units of the Reserve Officers' Training Corps—leading to a commission as a second lieutenant in the Reserve Corps.

In 1926 a naval unit was established at Berkeley, officers of instruction being assigned thereto by the United States navy department. Recently instruction in aviation was begun in this department and soon thereafter eighty students were enrolled. The instruction at Berkeley leads the way to advanced instruction at the naval air school at Pensacola, Florida, where the student becomes qualified as a naval aviator and receives a commission as an ensign in the United States Naval Reserve.

Fifty-six years ago, at the time of the first commencement exercises in Berkeley, Governor Booth spoke of recent discoveries and inventions, expressed wonder as to what might come in the future, and asked then would they give us cheaper motive power than steam? Would they make aerial navigation possible? Before a half century had rolled around airplanes were humming in the air over Berkeley, and now a method of navigation destined to work revolutions in all other navigation and all methods and means of conveyance is taught on the campus on which he made these and other queries.

THE INSTITUTION OF OCEANOGRAPHY

The Institution of Oceanography at La Jolla, a research institution of marked serviceableness for many years, dates back to 1901 for its inception. Conceived in the brain of Professor William E. Ritter, the institution has been expressive during the years of his ideals. Mr. E. W. Scripps, one of those to whom it is much indebted financially, remarked some years ago: "We are not endowing an institution; we are endowing Ritter." Commenting in 1928 on this remark Dr. Fred Baker, the long-time president of the institution under its original management, said: "I believe that this was true and that few institutions of this character have grown up which more fully express the ideals and ideas of one man than does this one. Rarely assertive, always happily good-natured, ready at all times to listen to others and to defer to their judgment—nevertheless, he was the dominating force which drove us all to the goal we had set."

In an historical sketch of the institution in 1912 (the name of which then was, "The Marine Biological Station of San Diego," and which was about to be changed to "The Scripps Institution of Biological Research of the University of California") Professor Ritter stated that into the working plans of the institution had been woven the suggestions, the ideas, and the activities of Professors C. A. Kofoid and H. B. Torrey in so intimate a way that without them it could not have been exactly what it was; indeed, could not have been at all without services quite like theirs. [12]

When in 1927 Miss Ellen B. Scripps, one of the upbuilders of the institution, presented to it a portrait of Dr. Ritter, President Campbell, who had come to the University the same year in which Dr. Ritter had come, said: "Very early in Dr. Ritter's professional career he gave evidence of his unwillingness to be a mere teacher of facts and forms. It was not sufficient that he should dedicate his life to transmitting knowledge from one generation of students to another generation. It was his definite and worthy ambition to be also an investigator, with purpose to contribute to the world's store of knowledge within the field which he was cultivating. It was in fulfillment of this policy that he initiated the Scripps Institution and became its first director."

In 1925 it was decided that the institution would thenceforth devote its researches primarily to the sea and the name accordingly was changed to "Scripps Institution of Oceanography."

After Professor Ritter's retirement in 1923 as director, and it had been decided to change the scope of the institution, Thomas Wayland Vaughan, one of a group of American scientific men who had been advocating an institution devoted wholly to oceanography, accepted the invitation of President Campbell to become director. Somewhat, the value of such a research institution, the only one in America and one among a few in the whole world, may be indicated by the recent statement by Dr. Vaughan that to understand what has happened and what is happening in the sea is fundamental to geology, approximately seventy percent of the surface of the earth being covered by the ocean and scattered over about ninety percent of that surface are the sediments that were laid down by the sea. Accordingly from the winds that blow over it, from the fogs which hover above it, down through the water to the lowest depths the sea is studied at the research institution at La Jolla. Every year men of eminence in the scientific world come from afar to avail themselves of the opportunities which the University of California affords them there.

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[12] University of California Publications on Zoology, Vol. 9, No. 4.

LICK OBSERVATORY

The story of the acquisition of Lick Observatory is told on pages 417-25.

Writing in 1927 concerning the service which Lick Observatory had rendered, President Campbell, who had been continued as director (at one dollar a year at his request), stated:

"The investigational work of the Observatory has been exceedingly fruitful. The great telescope has surpassed the expectations of those who planned it; and its energetic use throughout the whole of every good night in the thirty-nine years of its existence has enriched astronomical science in many ways, some of them quite unexpected." [13]

In that connection President Campbell mentioned some of the leading discoveries which had been made and results obtained, a few of which are here summarized: To the four bright satellites of Jupiter discovered by Galileo in 1610 the Lick Observatory has added four; twenty-nine comets have been discovered—nineteen of which were not expected, ten being periodic the return of which had been predicted. It was at the Lick Observatory that the first great successes in photographing comets were made. Concerning this series of photographs President Campbell stated: that it "has taught us more as to the structure, formation and dissolution of comets' tails than had been learned in all previous time." Not less than 4700 double star systems have been discovered at Lick. "Irregularities in the motions of the first magnitude star Procyon had led the German astronomer Bessel, three quarters of a century ago, to predict that Procyon had a companion sun revolving around it. This companion was discovered with the Lick telescope."

"The Crossley reflecting telescope [which has been in use at the Lick Observatory since 1895] established for the first time the tremendous advantage of this form of telescope in the photography of certain classes of celestial object, such as nebulae, star clusters, etc. To possess reflecting telescopes became at once the ambition of many observatories and astronomers. Reflecting telescopes more powerful than the Crossley are now in use by or under construction for several of the leading observatories. It is through the use of these instruments that some of the most striking advances of present-day astronomy are made."

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[13] "A Brief Account of the Lick Observatory of the University of California," University of California Press, 1927.

THE COLLEGES OF MEDICINE, PHARMACY AND DENTISTRY AT SAN FRANCISCO

The colleges and departments at San Francisco have long been important parts of the University. The origin of the Medical College is given on pages 425-26. In 1902 a change was made by which the college came more directly under University management, all fees, etc., were paid into the treasury and the support of the school was assumed by the regents. In 1915 the Hahnemann Medical College of the Pacific was acquired and electives in homeopathy were included in the curriculum. The same year arrangements were perfected for the affiliation with the University of the hospital for children and the training school for nurses. In 1916 a department of biochemistry and pharmacology was established. A new University hospital building was completed in 1917 and in 1919 a nurses' home in connection therewith. The hospital building was erected and equipped through the generosity of friends of the University at a cost of approximately $750,000. In addition to the University hospital there is the San Francisco hospital, a new building having been occupied since 1915. There is also the Hahnemann hospital which is under the control of the University regents.

The staff of professors, associate and assistant professors, instructors, etc., numbers hundreds—thereon being names of persons of high estimate near and far in their profession. The Medical College ranks high on the list of the best colleges of the kind in the land.

Closely correlated with the work of the Medical College is that of the Hooper Foundation for Medical Research, a sketch of which is given on preceding pages.

The College of Pharmacy was the outgrowth of the California Pharmaceutical Society which was composed of prominent pharmacists and druggists throughout the State. It came into affiliation with the University in July 1873. A legislative enactment in 1927, requiring certain collegiate training for persons preparing for pharmacy, laid the foundations for this college to be more highly serviceable to the State than theretofore. In his report in 1928 Professor Henry C. Biddle, the dean, remarked: "The action is in accord with the high educational ideals of the State and represents a policy which means much, not only in elevating the standards of the pharmacist, but also in meeting, through required training, the open criticism that some of the applicants who have been licensed to practice pharmacy constitute a menace to the health and safety of the community. Among outstanding results of this new law will be the general uplift of pharmacy itself and the opening to the pharmacist of such educational possibilities as will better enable him to play his part as a good citizen. The State is to be congratulated on placing in her statute books a law so promising educationally in its possibilities for good."

The College of Dentistry was established on the 28th of May, 1881. In 1928 the regents enacted that one year of college work should be the minimum prerequisite for admission to the College of Dentistry. In his report for the year ending June 30, 1928 Dean Guy S. Millberry mentioned as of decided advantage to the dental school the decision of the regents to consolidate all of the instruction in medicine on the San Francisco campus, furnishing thus a contact with instruction in medical science as given in the school of medicine—a contact long needed. "This is generally acknowledged as being essential to the development of dental education. Consultation between physicians and dentists is a common practice, and the more uniformly the diagnosticians and surgeons in dentistry are trained to understand the general problems in medicine the better the service will be to the patient."

Hooper Foundation For Medical Research

One of the most beneficent gifts which has ever come to any educational institution came to the University in 1913 when Mrs. Sophronia T. Hooper executed a deed of trust conveying five thousand acres of redwood timber land, worth more than a million dollars, for the establishment of a school of medical research in the medical department. This was in accordance with plans arranged before the death of her husband, George Williams Hooper.

At the inaugural ceremonies in San Francisco in 1914 Dr. Henry S. Pritchett, president of the Carnegie Foundation for the Advancement of Teaching, said in an address: "We meet today to inaugurate one of the greatest gifts made upon this continent to the cause of scientific research—all the more significant because the field of research concerns itself with the problems of human life and public health. We here set in motion an immortal agency for human improvement, an agency to endure for generations and for centuries. For the man who conceived this agency and for the wife who carried it into effect the gratitude of generations yet unborn will be a reward. To set in motion such an immortal power in human uplift is to become oneself a partaker of immortality.

"To appreciate what this new institute of research may mean to this city and to this region one needs to remember the modest beginnings of Faraday's work in the little rooms of the Royal Institution in the first half of the last century; to recall the humble beginning of Pasteur's work on spontaneous generation; to recall Darwin's modest researches in an English countryside, and then to remember that today the places where these men worked are the shrines of national devotion. There is set here today an altar at which future Faradays and Pasteurs will light the torch of personal devotion and high service..

"This institution for research is peculiarly fortunate because it begins its work as part of a great university. Scientific research and education grow best when they go hand in hand. The atmosphere of a true university is that in which the medical school grows best, and the University will furnish the men for research work, and the research institute will inspire teachers and students of medicine. Such a combination is that which leads to the happiest results both for teaching and for investigation. No isolated institute of research is likely in the long run to attain the vigor and the fruitfulness which come from a true university connection."

In the years since it was established the Hooper Research Foundation has been of immense service to the State. The redwood timber and the land forming the gift have not yet been marketed. But the value has been there and is there. The work of the foundation has been carried on by allowances from available University funds, by the income from a fund of a few hundred thousand dollars coming latterly from Mrs. Hooper's estate and from special contributions from various sources. The work done with respect to botulism saved the canning industry at a critical time. In June 1926 President Campbell received from the president of the National Canners Association a communication which stated: "In order that the State Board of Health may have the necessary scientific information for the promulgation of regulations covering the sterilization of various canned products, and realizing as we believe does the State Board of Health that a university naturally is the proper body to direct research of this kind, affecting, as it does, one of the greatest industries of the State, the National Canners Association desires to place such of its laboratory situated in San Francisco which has to do with bacteriology of food poisoning under the directorship of the Hooper Foundation of the University of California for a period of three years—the director of the Foundation to have complete charge of the work done, and the selection of such personnel as he may deem necessary to carry on the work with full authority, subject only to the majority vote of an operating committee."

In pursuance of this proposal the National Canners Association and the California Fish and Game Commission placed at the disposal of the regents the sum of $30,000 per annum for three years for the carrying on of the designated research work.

California School Of Fine Arts

The California School of Fine Arts, situated in San Francisco, is in affiliation with the University. Its recently announced aim is: "To teach what to strive for and how to attain it. . . Its methods imply both reverence for nature and reverence for self—uniting an absolute thoroughness of training with respect for truly creative individuality. It seeks to produce not only appreciative teachers but creative artists; to guide students at once toward a thoroughly mastered vocation and a high ideal; not only to inspire them to hitch their wagon to a star, but to teach them how to build the wagon."

The California School of Fine Arts has numbered among it students many persons prominent later in American art.

In August 1929 the School occupied its fine new building at Chestnut and Jones streets on the Russian Hill slope overlooking the bay. In its announcement for 1929-30 it was stated: "It is the desire of artists and laymen of the Art Association to make of this new home the center of an ever-growing art influence in this community. The School endeavors by the inspiration of thoughtful example and fundamental art education to give its students a right start on the road to success. It seeks to combine appreciation and reverence for the great traditions of the past with the development of creative individuality."

In its history the California School of Fine Arts links up with the San Francisco Art Association which was organized in 1871 and with the California School of Design which was organized in 1872. In 1893 these pioneer associations were merged with a proposed establishment by Edwin F. Searles of Methuen, Massachusetts, which came then into existence as "The Mark Hopkins Institute of Art." This Institute of Art was established as a memorial to one of the pioneer up-builders of California whose name it bore. It brought fame to California for many years in the mansion on Nob Hill which housed it until destroyed in the great conflagration which followed the earthquake in April 1906. The mansion cost nearly a million dollars, and was so figured at one time in the assets of the University—though spoken of by one of the regents as "a monument to the folly of its original owner." For three hundred thousand dollars it was remarked in that connection a college of art could be erected that would serve the purposes better.

When this gift was accepted by the University and the Art Association in 1893, James D. Phelan, the vice-president of the Art Association, spoke of the progress which had been made by the Association, the fame attained by some who had been educated therein, and the promise of yet higher attainment in the future.

As an affiliated institution the property of the Art Association is in the ownership of the University. The report of the comptroller for the year ending June 30, 1929 estimated the land at $78,655.14; the building and improvements, at $211,876.09.

When the Mark Hopkins Institute of Art was established several of the regents were not satisfied with the proposal—one vesting the property with the University but giving it no voice in the management of the institution. The trust was however accepted, because in the first place it was the wish of the donor; and, secondly, because the gift might in this manner be more certainly assured perpetuation.

The Wilmerding School Of Industrial Arts

The Wilmerding School of Industrial Arts, the origin of which was given on pages 438-39, with which for some years the Lick and Lux schools have been associated, has had a long career of usefulness.

In 1928 plans were perfected for raising the status of the Wilmerding School to that of an advanced trade school and to give the Lick school the status of a technical junior college. It was stated then by the director, George A. Merrill, that through the cooperative plan under which students spent a part of their time in commercial establishments or "on the job" it would not be necessary to restrict the number of trades or technical courses, and that it would be possible to train apprentices in as many as twenty different lines.

The School of Jurisprudence and Hastings College of The Law

The University has now and has had for many years two colleges of law—the School of Jurisprudence at Berkeley and the Hastings College of the Law in San Francisco. These colleges have different entrance requirements, different standards and courses of study; the relation of one of them to the University, Hastings College of the Law, is an affiliated relation; nevertheless the graduates alike receive their degrees from the University.

The School of Jurisprudence at Berkeley is the outgrowth of the department of Jurisprudence, which began to be in 1881 when Professor William Carey Jones of the department of Latin offered a course in Roman Law open to third year students in the colleges of Letters and Sciences. In 1882 Jurisprudence was added and in 1886 Constitutional Law of the United States —Professor Jones being at that time in the department of History and Political Science. When in 1894 he was made professor of Jurisprudence a course in International Law was added. The purpose of this department, after it had had the development of a few more years, was stated to be: "To lay a foundation for the historical, the theoretical, and the professional study of law, to supply the legal elements of the education planned for in the College of Commerce as well as to subserve the purposes of a liberal education."

It began soon to be the aim of Professor Jones, who had studied law before he came to his professorship in the University, to lay in Berkeley the foundations of a great School of Law. President Wheeler took at once at his coming the position that a school of law at the seat of a university could best meet the needs of the times. In his first report to the regents he said: "The development of legal education within recent decades has reached clearness regarding two conditions for the efficient teaching of law: first, a law school must stand in close connection with a university as one of its departments, and especially must work in cooperation with related departments, such as those of history and political science; second, the teachers of law must be trained teachers as well as lawyers, and must give chief attention to their work as teachers. The best place for a law school is a university seat; this, the experience of Harvard and Columbia amply demonstrates. In the further development of our department of Jurisprudence it is earnestly to be desired that the full cooperation of the Hastings College of the Law be secured, to the end that each may fulfill its completest purpose; but there is no longer any room for doubt that the department has a call to enlargement of its scope and extension of its work. The studies preparatory to the practice of Law are, with sharper competition and increased professional requirements and standards everywhere among the best schools of the country, developing a seriousness and solidity which demand of the student more complete absorption in his work, longer periods of study, the use of larger collections of books and the opportunity of a wider range of subjects. The permanent isolation of a law school from the close contact with university courses, libraries, life and atmosphere, which can be obtained only at a university site, is unlikely to afford the means of developing the higher type of legal education, and it is only that higher type which will suit the rightful demands of our position and the wants and ideals of this community."

In the biennial report for 1900-1902 President Wheeler remarked under the caption "Law Course at Berkeley": "The need of the development of this department and a suggestion of the relation it should bear to the Hastings College of the Law are contained in my last report. There seems to be an undoubted demand for both departments. The Hastings College of the Law, situated in San Francisco, will furnish opportunity for young men who spend part of their time in offices, or who for any other reason cannot come to Berkeley. The department of Jurisprudence at the University will deal with college students or college graduates, who can devote their entire time to law, and will treat the subject, presumably, more as a University discipline." It was added then: "The course offered by the department of Jurisprudence demands three years given exclusively to the study of law, and for entrance upon the course it is required that the student have at least senior standing. The last two years of the course must therefore be graduate work—that is, it can be undertaken only by graduate students."

The professional curriculum dates from 1898-99. In 1902 provision was made for three years of professional study, and a fully developed school of law, of graduate standing practically, was by that time in operation at Berkeley. In 1903 three young men were graduated with the degree of LL. B.

Several years passed, however, before there was a formal establishment by the regents. In the able and comprehensive address which Professor William Carey Jones gave on "The Problem of the Law School" at the time of the dedication of Boalt Hall in April 1911 he declared: "The law school should be integrated with the whole life of the University. It is only by close association with the scientific activities and by becoming a part thereof that the law school can fulfill its functions. If any branch of knowledge calls for teaching of a university character, it is that of law. If any branch of knowledge should be cultivated by university methods and according to university standards it is that of law."

The School of Jurisprudence at Berkeley was formally established by vote of the board of regents on the 12th of November, 1912, by adopting the recommendation of a committee consisting of the attorney members of the board: "At the October meeting of the board you referred to this committee the recommendation of the department of Jurisprudence, as transmitted to the board of President Wheeler, that the organization of professional instruction in law at Berkeley be known as the 'School of Jurisprudence.' We have the honor of recommending that a School of Jurisprudence be in this manner constituted, as a matter of proper University policy, as an establishment of the existing situation, and as a recognition of the excellent provision for professional training in law which has now been created by the generosity of Mrs. Boalt, of the lawyers of California, and of Mrs. Jane K. Sather, the endeavors of the faculty, and the general development of the University."

The reports in recent years by Dean McMurray show that the School of Jurisprudence has more than kept pace with the progress in legal education throughout the United States. Men of high attainment have been added to the faculty. In line with the broadening trend, of which the recent establishment at Johns Hopkins University of a department devoted to research on the problems of law and legal administration, is a marked indication, the School of Jurisprudence at Berkeley has established the degree of Juris Scientiae Doctor. This degree is awarded only to those who hold both a degree of bachelor of arts and a professional degree in law and who have written that which constitutes a contribution to legal science. This degree is intended especially for those who intend to become teachers of law or to engage in the study of it without direct reference to its practice as a profession. Beginning with the year 1930 an entrance requirement will be a bachelor's degree in arts from an approved college or university.

The School of Jurisprudence has eight professors, one associate and three assistants, seven lecturers. For the year 1928-29 there was expended for its maintenance $96,999.04. The story of the acquisition of Boalt Hall, the memorial building in which it is housed, is told on pages 489-91.

THE RELATION OF HASTINGS COLLEGE OF THE LAW TO THE UNIVERSITY

Hastings College of the Law, the origin of which in 1878 was given on pages 432-34, continues its existence. Men eminent at the bar and on the bench throughout the state and nation have been trained in this college. Its golden jubilee was celebrated in San Francisco in 1928. Addresses given and papers prepared at that time have been published in a "Golden Jubilee Book," along with several at earlier periods, in order that there may be in accessible form that which will show the origin of the institution, its growth through the years, and the high service which it has rendered. Never with a building of its own, housed since 1923 in rooms in the state building at the civic center, hampered by lack of space for its work, the college looks forward with longing to a time when it will have its own building and accommodations befitting that which it aims to do.

In an address which was published in the "Golden Jubilee Book," William M. Simmons, the dean, claimed that the location of Hastings College of the Law was a very advantageous one. In setting forth of some of the things which had contributed to its success and standing he remarked: "The location of the college has also contributed substantially to the maintenance of its standing. With the passing half century San Francisco has become a great metropolitan city—the seat of many and various judicial and administrative tribunals of both the state and the federal government. It is in such a place that the student can breathe the atmosphere of the profession and observe the functioning of the law. Furthermore, the fact that the site of the school is located apart from other academic departments encourages the student to devote his full time to his law studies unimpaired by other academic interests or campus associations. Since the sole relation between the student and the college, and the only basis of association with his fellow students, is their participation in an endeavor which they enjoy in common, it makes possible the development of a singleness of interest, thought and purpose which is invaluable in maintaining the spirit of professional unity."

Dean Simmons observed further in his golden jubilee addres: "Having achieved and retained its position of prominence as a law school, there would seem to be no occasion to observe that the need of law schools capable of affording a high standard of legal education is greater today than ever before. This applies to all the leading law schools of the state as well as to Hastings College of the Law. There are, however, certain needs which Hastings is peculiarly called upon to meet. There will always be those who prefer to acquire their legal education in close proximity to the courts in order that they may take advantage of the benefits to be derived from an observance thereof. Again, in a large metropolitan center, such as San Francisco, there will always be a substantial number of students with an adequate pre-legal foundation who for a variety of reasons are unable to attend law schools located elsewhere. It would seem that it is a part of the province of the State to afford to such as these an opportunity to procure a legal education of a high standard in the only place where they can or will obtain it. Such a need Hastings College of the Law is admirably suited to meet." [14]

Hastings College Called "Highly Anomalous"

The Carnegie Foundation for the Advancement of Teaching stated concerning Hastings College of the Law in its bulletin in 1928 on "Present Day Law Schools in the United States" that it was "in respect of organization a highly anomalous institution," and remarked: "Notwithstanding the explicit declaration of the original act that Hastings College 'shall be the Law Department of the University,' another law school, officially known as the School of Jurisprudence," is maintained on the University grounds at Berkeley." [15]

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[14] Some of these claims apparently are in conflict with some of the ideas of President Wheeler and Professor William Carey Jones quoted on pages 595-96, and with those of others which led to the establishing of the School of Jurisprudence at Berkeley. President Wheeler, it should be noted, took the position that the best location for a school of law was at the site of a university, but conceded, however, that Hastings College of the Law met certain needs. This was Professor Jones' position also: This, no doubt, would be the judgment of many today.

A relation so authoritatively pronounced as "highly anomalous" in the year 1928 calls for more thorough consideration and presentation.

The organic act establishing the University made provision for affiliated institutions in a section reading as follows: "The board of regents may affiliate with the University and make an integral part of the same, and incorporate therewith, any incorporated college of medicine or of law, or other special course of instruction now existing, or which may hereafter be created, upon such terms as to the respective corporations may be deemed expedient; and such college or colleges so affiliated shall retain the control of their own property, with their own boards of trustees, and their own faculties and presidents of the same, respectively; and the students of those colleges, recommended by the respective faculties thereof, shall receive from the University the degrees of those colleges; provided, however, that the president of the University shall be ex officio a member of the faculty of each and every college of the University, and president of such faculty."

Hastings College of the Law was established by or under an act of the Legislature which was approved on the 26th of March, 1878, the first section of which read. "That S. C. Hastings be authorized to found and establish a law college to be forever known and designated as Hastings College of the Law." It was enacted that the college should "affiliate with the University of the State upon such terms as shall be for the welfare of the college and the University, and shall be the law department of the University." It was further enacted that there should be set apart for its use some room or suitable hall at the University and the board of supervisors of the City of San Francisco was authorized to supply a suitable hall for use in that city. It was provided that the dean of the College should be ex officio one of the faculty of the University, and that the faculty of the University should grant the diplomas of the students of the College—signed and issued by the president of the University. A self-perpetuating board of directors was named in the act — the president of which board should be the chief justice of the supreme court.

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[15] This by the Carnegie Foundation is not a criticism of the University for establishing and maintaining, at Berkeley, the School of Jurisprudence; nor is it a criticism of Hastings College of the Law; it is simply a comment, on a situation which has been brought about through the passage by the Legislature of what it calls "a carelessly drawn act," secured by Judge Hastings, and which it is stated he lived to regret.

The act was passed upon the condition that S. C. Hastings should pay into the treasury of the State (in accordance with a proposition made by him) the sum of one hundred thousand dollars, on which the sum of seven per cent per annum, appropriated by the State, should be paid semi-annually for the maintenance of the College. Should the College cease to exist, or should the State fail to pay the interest, it was enacted that the gift and all unexpended interest should be paid to S. C. Hastings or his heirs. The act for the establishing of Hastings College of the Law created it in the University—the title being "An Act to Create Hastings College of the Law in the University of the State of California." In the wording of the act it was made an affiliated institution. Separation from the University would necessitate the return of the $100,000 to the heirs of Judge Hastings.

In accordance with the provisions of the act by the Legislature, Judge Hastings proceeded to found and establish the college. An address which he gave at the commencement exercises in Berkeley in June 1878 affords some knowledge of his intentions concerning it and the kind of institution which, in his judgment, it should be. Evidently he had much to do with the framing of the act for its establishment, and his desires and intent are apparent there also. Plainly the intent of the founder was that the seat of the college, its principal home, should be in Berkeley. In the address in June 1878 Judge Hastings stated concerning the actions of himself as founder: "The founder has proceeded not only to found but to establish the college in the following manner: He has applied for suitable halls at the University at Berkeley, and at San Francisco, and has created the office of proctor, who shall be a post-graduate of the University and himself a student. The duty of the proctor shall be to constantly observe the conduct of the students in residence at the University, their habits of application, etc. . . The home or principal college, being itself the law department of the University, is established at Berkeley. The hall at San Francisco shall be auxiliary thereto as a part of said college, and the students who graduate from the San Francisco department shall have equal standing with the students at the University."

In the course of that address Judge Hastings suggested that, inasmuch as the students of the law were found scattered in law offices throughout the State, matriculation be allowed anywhere and that matriculated students should be permitted to pursue their studies at their places of residence. It was ruled in a year or two, however, that no student should be entitled to graduate and to receive the diploma from the University unless he had been an actual member of the senior class, in regular attendance upon its exercises.

On the 7th of August, 1879, the board of regents adopted the report of a special committee on the matter of the affiliation of Hastings College of the Law with the University. It was declared then that the institution "shall be affiliated with the University of California and made an integral part of the same and incorporated therewith" upon certain terms and conditions given in the report. One of the terms was: "The said college shall be subject to the dominion of the said board of regents in all matters pertaining to its management and welfare." Another was: "The number and duties of the professors shall be prescribed and the business of said college managed by the said board of directors subject to the approval of said board of regents." Another of the terms and conditions was: "The faculty of said college shall have the authority to present to the said board of regents the names of such students of said college as they recommend for diplomas, and the said board of regents shall issue diplomas to said students —subject to the right of said regents to refuse the same for cause."

The committee report, which was dated August the 4th, 1879, and formally adopted by the board of regents on the 7th, stated that the plan and method of affiliation recommended by it had been "fully approved" by Judge Hastings. In the action which was taken by the board of regents on the 7th of August, 1879, it was resolved that as soon as practicable a room or suitable hall should be provided for the use of the College of Law at Berkeley. When this action was taken the college had been carrying on its work a year in San Francisco.

It does not appear, however, that any instruction was ever undertaken in Berkeley. There was probably at that early period in the life of the University neither much demand nor need for it. For the time being it was apparent, evidently, that the College of Law could best serve the purposes for which it had been created by giving its instruction only in San Francisco.

In an address which Professor William Carey Jones gave to the students of the School of Jurisprudence at Berkeley on the 9th of March, 1912 he stated concerning the founding of Hastings College of the Law: "I was at that time recorder of the faculties and as such the secretary of the president. I was thus in daily intimate association with one of the finest and noblest men I have ever known—John LeConte. Judge S. C. Hastings, during the two or three years while the law college was incubating, came frequently to see President LeConte, and I had many a conversation with him. It chanced also that during two summers I met him several times in Lake County where he had a country home. Twice it happened that we met on the top of a stage-coach and rode and conversed together during all of a summer afternoon and evening. His ideas were large, though vague and unsettled, on the subject of legal education, and on the kind of law college that ought to be built up in affiliation with the University of California. He desired, himself, to make a beginning. He realized that his endowment could furnish but a first installment toward supplying what he conceived to be the field and scope of the future law school. He hoped that from the seed he planted a great center of legal learning might develop. It seemed to him expedient that for a time the lectures should be given in San Francisco; but he anticipated that ultimately the instruction would be conducted at Berkeley. He repeatedly made the suggestion that I should be the local representative of the law school at Berkeley. The scheme was impracticable, but the suggestion nurtured an already sprouting idea in my mind."

Gradually Hastings College of the Law departed from the original idea, as set forth in the organic act which established it, and the purpose of its founder as stated in his address in 1878, and became with respect to its location wholly a San Francisco institution.

In his History of the University, both in the edition of

1895 and in that of 1901, Professor William Carey Jones wrote of it in considerable detail, and then remarked: "It may also be mentioned in this connection that in the academic colleges at Berkeley the department of Jurisprudence seeks to fill a certain field in the study of law." Briefly, then, he stated what that purpose was: to afford that knowledge of law which a liberal education called for; to supply that which was needed by students in the College of Commerce; and to lay foundations for the admission of students to the middle class at Hastings.

The State Constitution And Amendments In Their Relation To Hastings College

In 1879 the courts were asked to determine whether the directors of Hastings College of the Law had the right to exclude women as students. The supreme court stated then in its decision: "It was, in our opinion, the intent of the Legislature that the College, when established, should affiliate with the University and be governed by the laws applicable to the University, except as otherwise provided, either in the act of 1868 or the act of 1878; that the University and the affiliated College should constitute one institution and be governed by the same laws, with only such provisions as might be required for the harmonious operation of its different branches. An affiliation imports a subjection to the same general laws and rules that are applicable to the parent institution with such special exception as may expressly be made and such as arise from the very nature and purpose of the affiliated institution." The ruling then was that inasmuch as women were admitted to the academic departments of the University they could not be excluded from the professional school.[16]

In an amended act passed by the Legislature in 1883 it was declared that the regents (with certain specified exceptions) should have the same control of the College as they possessed over the academic department of the University. An amended act in 1885 made the same provision for control by the regents as had been made in 1883. This legislation was at the instance of Judge Hastings—his desire being at that time to bring about the dismissal of a registrar who had been appointed by the directors contrary to his wish.

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[16] Foltz vs. Hoge, 54 Cal.

In 1886 these amendments were declared unconstitutional by the supreme court, the decision being: "The constitution of 1879 declared that the University should be continued in the form and character prescribed in the acts then in force, subject to legislative control for certain specified purposes only. Such being the case, it was not competent for the Legislature by the act of March 3, 1883 or that of March 18, 1885, or by any act, to change the form of the government of the University or of any college thereof then existing." [17]

In 1918 a constitutional amendment declared concerning the University: "The University of California shall constitute a public trust, to be administered by the existing corporation known as "The Regents of the University of California, with full powers of organization and government, subject only to such legislative control as may be necessary to insure compliance with the terms of the endowments of the University and the security of its funds." This amendment, which was of section 9 of article 9 of the constitution of 1879, annulled by omission, the provision of 1879 that the organization and government of the University should be perpetually continued in the form and character prescribed by the organic act which had created it.

In its comments in 1928 on this peculiar situation in the University, The Carnegie Foundation for the Advancement of Teaching made mention of this constitutional amendment and remarked: "Whether this amendment gives either the regents or the Legislature power to dispense with the self-perpetuating Hastings board of directors, as a permanent feature of the University, only the courts can decide."

This survey in its entirety, shows a confused and confusing situation which, doubtless, will be remedied some day—whether the management of Hastings College of the Law remains with its self-perpetuating board of directors or passes to the board of regents of the University.[18] In the course of such settlement it is evident that problems of far-reaching import and considerable intricacy with respect to the University and the opportunities which the State should provide for the study of law will have to be considered.[19]

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[17] People vs. Kewen, 69 Cal. 215.—Justice McKinstry concurred in this decision, but stated: "In saying this I neither take judicial notice of an affiliation nor hold that the fact is, for all purposes, determined by Foltz vs. Hoge, 54 Cal., but rest my concurrence upon the failure of the complaint to aver that such affiliation had not taken place, and upon averments in the complaint which assume it, as well as on the express claim of counsel for respondent in their points and authorities."

In addition to the $7,000 required by the charter and the use of rooms in the state building at the civic center in San Francisco, Hastings College of the Law has for the last four years received from the State $2,400 each year. Several years ago its endowment was increased by a gift of $30,000 for the founding of a professorship. The income thus derived is supplemented by incidental fees. Since 1927 the college has not been accredited by the Association of American Law Schools, because of failure to meet the requirements as to entrance

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[18] It is worthy of note that this confusion is not confined to people and places outside the State, but exists within the State. Not long ago a San Francisco judge of many years' service on the bench learned to his surprise that Hastings College of the Law was not the only law school in the University. At the time of the golden jubilee exercises it was stated in an address by one of the graduates that "the site of the college was permanently fixed at San Francisco by its organic law." This was said apparently without any knowledge of the fact that the site was also fixed at Berkeley.

[19] While it cannot be said reasonably that these law schools are rivals today, the time may come when they will be; and there may come a time when it will have to be determined whether fully equipped law schools should be maintained by the State both at Berkeley and at San Francisco—maintained in such a manner that Hastings College of the Law would receive from the State for its support larger portions than it is receiving now, unless its endowments should be largely increased by gifts from the citizens of the State.

It is not likely that the people of the State of California will ever by their deliberate judgment alter that course of action which was entered upon some years ago and which resulted, as set forth on preceding pages in establishing the School of Jurisprudence at Berkeley and its upbuilding into the highly serviceable institution which it is today. Setting aside, if need be, as immaterial in the reaching of conclusions, all that the founder of Hastings College of the Law said with respect to the department in San Francisco as auxiliary to the one at Berkeley, there is probably in the organic act establishing the College sufficient to justify the establishing of the School of Jurisprudence at Berkeley and the expenditure there mainly of the money apportioned for law school purposes. The organic act declared that the affiliation should be such as would be for the welfare of the University—the wording being: "Shall affiliate with the University of the State upon such terms as shall be for the welfare of the College and the University." The institution has been so directed in the past and is so directed now as to make for that welfare. It is likely that it will be so directed in the future; but the existing confusion will continue standards and the number of full-time professors—instruction being given to a large extent by attorneys engaged in the practice of law in San Francisco.

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unless it should be found possible to make an alteration in name which would indicate that the School of Jurisprudence and Hastings College of the Law together constitute the law department of the University.

CHAPTER XXX.

UNIVERSITY EXTENSION AND AGRICULTURAL EXTENSION WORK

The most commanding instruction on the part of the University for some time during the early decades of the twentieth century has not been that given to students on the campus at Berkeley, to those in the professional schools in San Francisco, the special schools elsewhere, and to those gathered at Los Angeles. The most commanding instruction, estimated by the number of persons attracted and served, has been that of the Extension Division, which has registered annually for several years a larger number of students than has been registered at the academic departments at Berkeley and Los Angeles, exclusive of the summer sessions.

Relation of University Extension to Adult Education

In the process of development, University Extension has passed beyond the idea that it is simply or mainly to afford educational advantages to persons who have not had and who cannot have the opportunity to study within university or college walls. While it is that, of course, to a large degree, it is also much more than that. It links up with the Adult Education Movement, the fundamental purpose of which is to keep grown-ups growing, the basic idea of which is that education is a life-long process. Dr. R. G. Moulton, the pioneer University Extension lecturer in the United States, says that the word "Extension," as used, must be understood in three senses. "The most obvious is that the higher education is extended to the whole body of the people. In the second place the name of the movement implies that education is extended to the whole period of life. Traditional universities, having largely to do with training teachers or other professional people for their professions, were compelled to concentrate what they conceived as education in a few years. Thus arose the unfortunate idea of a cultural period of three or four years, into which the whole of an education was crowded, ending with a degree or diploma conceived to mark education as complete. It is a more wholesome idea to extend the education through the whole life. . . . But again, University Extension implies that university methods and high standards must be extended to all the vital interests of life, instead of being confined to a few subjects of 'academic' interest. The program of the movement has marked the entrance into university teaching of modern literatures; of art teaching, not in the sense of training artists, but in the sense of developing the audiences of music and the spectators of art. It has further witnessed the application of scientific training to commerce, agriculture, social service."

Dr. Moulton has also spoken of the University Extension movement as the third of three great revolutions: "The first of these movements was connected with religion; by what we call the Reformation the whole body of the people was lifted into an interest in religious thinking. The second movement was connected with politics; by what we call the Revolution, through bloodshed and civil war, the whole body of the people came gradually to claim a share in government. And by the University Extension movement, instead of a favored few, the whole body of the people has come to claim its share of culture and the higher education. Education has become a permanent interest of life, side by side with religion or politics or pleasure."

In 1922, Professor Leon J. Richardson, director of the Extension Division of the University of California, wrote as follows in "The Spokesman," the purveyor of University Extension information: "If Erasmus should return to us and inquire concerning the educational movement which above all others distinguishes this age, what should we point out to him? Should we point out high school education? Not unless high school graduates at the present time are better trained than formerly. Should we point out college and university education? Not unless the graduates are superior to those of earlier generations. After considering the whole field, we should, I think, as Alferd Zimmern remarks, direct his attention to the present-day movement in adult education. It is to be seen in many parts of the United States, particularly in connection with the work of extension divisions of American universities.

It is carried on in Canada, Australia, New Zealand and South Africa. It is found in Germany, where the movement includes thousands of people. It is to be seen to best advantage in England where it represents the culmination of a movement that began over a century ago. . . . At Cambridge University the adult education board is made up of some of the most eminent men in the faculty." Adult Education and University Extension should not, however, be confounded. The latter is the chief promoter of the former—the means by which it is achieved.

THE BEGINNING OF THE WORK IN THE UNIVERSITY

University Extension work, so great today in its proportions in the University of California, had its beginning at an early period in the agricultural department and was carried on there for twenty years before it began in that more general manner and direction out of which has developed the existing system of high and wide-spread value.

Early in 1891, at an informal gathering of some of the professors, a paper was read by Professor Charles Mills Gayley on University Extension in England, in which paper there was consideration of its possibilities in California. As an outcome of that paper and discussion, it was announced, with the sanction of the academic council, that extension courses in history, philosophy, mathematics and English would be given in San Francisco in October that year—if a demand for them should be manifest. On the 10th of that month there was a meeting in the Palace Hotel at which 170 persons expressed desire for such instruction and enrolled for the courses offered. The following week the first class of 160 members assembled in the auditorium of the Academy of Sciences for the study of Shakespeare's tragedies — under Professor Gayley. Visitors were allowed and the average attendance soon was four hundred and more.

A class in history, under Professor Thomas R. Bacon, conducted in the Unitarian Church, in San Francisco, started with 200 in attendance and soon reached 400 inclusive of visitors. A class in mathematics, under Professor Irving Stringham, increased within four weeks from twenty-five to seventy-five.

University Extension has had in the University of California three stages of development since it was initiated in 1891: Under Professor Henry Morse Stephens, from 1902 to 1910; under Professor I. M. Howerth, from 1912 to 1919; under Professor L. J. Richardson, from 1919 onward.

Down to 1913 "the possibilities of University Extension were limited practically to the voluntary cooperation of the various departments of the University—departments already overburdened by the duties and responsibilities incident to resident instruction."

A legislative appropriation in 1912-13 made possible a reorganization of the work and the establishment of the "University Extension Division"—having five bureaus: Correspondence instruction, class instruction, public lectures, public discussion and municipal reference.

The aim was to offer a wide diversity of service—partly of university grade and partly of secondary grade. In two years the number of classes increased from 66 to 231, and the enrollments from 1,483 to 3,013.

Correspondence instruction was inaugurated in July, 1913—in response to a demand from the people, but with considerable doubt on the part of the University as to the success of the undertaking. Some did not believe that correspondence work could be efficient; others were of opinion that the demand came because people desired the name of studying under University guidance and without determination to work hard and perseveringly. Within a year, however, 1343 persons had registered and the total number of enrollments was 1,506. The attendance at the sixty-six classes in existence that year was 1,483. This was exclusive of eighteen classes in San Quentin with an attendance of 324. The attendance at the 125 lectures given that year was 15,540. The bureau of information and municipal reference had many inquiries and rendered valuable service. The University Extension Division thus established, was on the eve now of considerable expansion of service.

In 1922 in a foreword in the first number of "The Spokesman," Professor Richardson wrote as follows at that period of development: "The primary aim of the University of California Extension Division is to cooperate with citizens who seek higher education but are unable to be in regular attendance at the University. Hence, instruction is offered by correspondence, extramural classes and lectures. This work should manifestly be of university grade and character; otherwise it would entrench upon the legitimate field of other educational agencies, such as the evening high schools. Moreover, the courses should be so grouped and articulated that students may thereby advance from one stage to another in their intellectual development. Thus, students will be able to lay hold on fundamentals, to gain broad and guiding principles, to develop their minds. In short, the University undertakes to offer, through the Extension Division, the same kind of opportunity to adults residing in any part of the State, and engaged in the pursuit of their vocations, that it offers to young men and young women in residence at the University."

The value, in part, of University Extension was set forth a few years ago by President Birge of the University of Wisconsin, as follows: "University Extension is one of the methods of preserving fluidity in a population which is increasing upon the fixed area of the State to such a degree that it tends to become stratified. It gives an opportunity for spiritual movement, so to speak, on the part of thousands of individuals to whom change of physical conditions is denied as a way of escape. It offers a way out from a life which they feel is cramping them. It offers freedom from social and intellectual conditions which they are finding burdensome and from which they desire to escape. And this is not all. Extension is bettering the society in which these individuals live. By advice on specific problems it is aiding to improve social conditions. It is aiding also to integrate society in ways and places where the individual and family heretofore found themselves isolated and deprived of the social advantages to which they feel they are justly entitled."

In an early number of "The Spokesman," there was the following quotation from Alfred Zimmern: "Education is a sort of elixir against the ossifying disease called middle age; it is the necessary antidote against the routine of the modern world. By bringing in theory to illuminate practice, it corrects the deficiencies of both and preserves the balance and proportion of mental life." "The Spokesman's" statement then was: "It is the aim of the University of California Extension Division to bring this elixir to men and women, that through it they may transmute their time into finer richer life."

There are two leading motives among the persons who take University Extension courses of study. There is with many the economic motive — the desire to improve their economic condition through additional knowledge or skill. Others are led to enter because of a desire for more culture—for an enlargement of life, for a part or more of a part in "the abundant life."

Among the persons enrolling for study in recent years was a man sixty-two years old who was at that age beginning the study of economics; a woman who was sixty-three years old enrolled for the study of Spanish; another at the age of seventy-five took an advanced course in English; and a man aged seventy-two entered upon a study of the principles underlying taxation. A linotype operator took some of the courses several years age and soon stepped from that work to an editorial position.

A recent statement by the department of correspondence is: "Extension records are full of cases of individuals who are lifting themselves out of one intellectual class into another by diligent study, carried on, frequently, under hampering conditions, but inspired by the profound conviction that education is a life process and is the privilege of all men. Several thousand persons in California and in various remote parts of the world testify to this conviction by the faithfulness with which they carry through instruction by correspondence; often coming back for course after course."

A young woman taking the course in English novels which necessitates the re-reading of certain authors made this comment: "In dong this now I have brought a broader set of life's experiences and a greater maturity of understanding to them—thus some of them became like new books to me, increasing my literary knowledge."

In an article on "Students in Correspondence Courses in English," in "The Spokesman" for January 1925, it was stated that a very large group in the courses in composition was made up of women who cherished a desire 'to write'. The comment was: "Whether this results from a psychological need for self-expression or a desire to make pin money it is not important to determine. It is, however, interesting to note the wide range of experience and occupation among the women who enroll for short story writing. There are numbers of mothers of large families, both young and of advanced years. There is also a considerable number of women who evidently have very full hands, who live on fruit and chicken ranches not only in California, but in the Middle West, whose circumstances are very evidently extremely straitened, and the demands upon whose time are so great as to make any extra work of the nature of study seem almost prohibitive of progress. But their endeavor and pleasure in the courses makes the enrollment worth while."

The University Extension correspondence department is far-reaching in its service. In 1924 there were 744 persons enrolled from states other than California, there were 80 in Arizona, 75 in Nevada, 70 in Oregon, 60 in Washington. Every state in the Union had enrollments except Maryland and Delaware. There were 80 enrollments representing 24 foreign countries. For the year ending June 30, 1928, the enrollments numbered 5,504, of which 4,436 were from California — all counties except Alpine, Mono and Sierra being represented. The number of states represented was 42. In addition were the District of Columbia, Alaska, Hawaiian Islands, Porto Rico, the Canal Zone, the Philippines, Canada, British Columbia, Australia, Mexico, South America, Central America, China, Africa, England, France, and the Virgin Islands. Outside of California, the states leading in enrollments, in the order here given, were: Arizona, Oregon, Nevada, Washington, Texas, Colorado, Illinois, Idaho, Nebraska.

Workers in the correspondence department state that the average result in the regular correspondence is of a far better grade than that of the students who are in attendance at Berkeley. This is said to be in part due to the fact that enrollment is on their own initiative and with a desire to learn.

A questionnaire in January, 1928, by the department of class instruction at Los Angeles brought answers from 2,284 persons and showed that the service rendered was widespread —reaching more than a hundred occupations. Of the number making response 1165 were teachers, 190 housewives, 71 were secretaries, 62 were stenographers, 55 were clerks, 49 were students, 46 were salesmen, 34 were bookkeepers, 33 were social workers, 24 were mechanics, 9 were merchants, 7 were physicians, and there was a good representation of dentists, electricians, realtors, typists, reporters, dressmakers and several score other occupations.

Twenty-three per cent., or 518 of the persons making response, were university or college graduates, 446 holding B. A. or B. S. degrees, 73 Master's degrees, 17 a Ph. D., M. D., or D. D. S. degree. Further, there were 457 who were normal and teachers' college graduates. Those who were graduates from high schools only numbered 356. Only 45 had had no training beyond the grammar grades.

It is noteworthy that in stating their reasons for enrollment for study a large majority gave "for the joy of it." Statements of reasons embraced: Working toward a teacher's certificate, working toward a degree, for professional advancement, for practical use, self-improvement, culture, to be better able to train and help children.

One hundred and thirty-one educational institutions were represented by the persons responding to the questionnaire—109 having attended the University of California, 122 the University of California at Los Angeles, 55 the University of Southern California, 38 the Los Angeles State Normal, 23 Stanford University, 23 University of Chicago, 18 Columbia University, 13 Pomona College, 12 the University of Illinois, 11 the University of Nebraska, 10 Occidental College, 9 Northwestern University, 8 University of Wisconsin, 2 Oxford University, England.

For the year 1928-29 there were 16,551 registrants in the Extension Division of the University and the total enrollments were 38,591. In the correspondence courses the enrollments totaled 5,805, of which 1,232 were by prisoners.

It was a red-letter day in the history of University Extension in the University of California when on the first of January 1928 a fine building on Powell Street, built especially for its work in San Francisco at a cost of $260,000 was occupied for the first time. President Campbell wrote of this as marking "an important epoch" in the history of the work. Congratulations were received by Professor Richardson from widespread sources. Professor Richard A. Price, Director of Extension Service in the University of Minnesota, wrote: "This occupation by you of a building planned and designed solely for the housng of extension activities must hearten every person in the United States who is at all responsible for the promotion of this expanding phase of University work. The pleasing thing to me about this new move on the part of your extension division is that it implies as nothing else could so well, permanence in this particular form of activity. Adult Education of which University Extension forms so large a part has arrived. It has taken its place as one of the normal activities of a university, especially of a tax-supported or public institution." Dean Powers of the Extension Division of the University of Oregon wrote: "Your building is the first great monument to the practically undiminishing ability of adults to learn." Dean Shelby of the department in the University of Texas wrote: "This forward step will add much to the permanence and stability of the movement for adult education, which but a few years ago would have been considered by some persons as an educational adventure of doubtful ultimate success."

In the summer of 1929 Professor Richardson attended at Cambridge, England, an Adult Education Movement convention at which there were representatives from forty-two countries—Iceland being one of them. That gathering showed that the movement, already one of much achievement, is bright with promise. Now that the Radio is coming into use in University Extension, its serviceableness is limitless.

AGRICULTURAL EXTENSION SERVICE

The Agricultural Extension Service in the University is supported jointly at the present time by the University and the United States Department of Agriculture—in accordance with a congressional enactment approved on the 8th of May, 1914. The function of this service is to extend to the rural sections of the State such discoveries and teachings of these state and national institutions as pertain to rural life. This Extension Service, developed through many years, dates its origin in the second year of the University as a working institution. By resolutions adopted by the board of regents on the 21st of June, 1870, the Professor of Agriculture was directed to visit so far as possible all the agricultural centers of population in the State and to deliver lectures therein "in order to extend the advantages of the Agricultural College of the University to the largest number of citizens possible—especially to persons practically interested in farming, fruit culture, wine making, wool growing and stock raising."

The summer vacation of the Professor of Agriculture was spent largely in such work, lectures being given in Chico, Marysville, Sacramento, Stockton, Jackson, San Jose, Vallejo, Oakland and San Francisco, which were attended by approximately thirty thousand persons.

At an early date the Agricultural College began, through the members of the teaching staff, participation in the proceedings of societies and conventions having as their object the dissemination of information and the promotion of agriculture throughout the State. Such work as the foregoing carried on for several years resulted in considerable good both to the farming communities and the University. That work brought the University and its purposes directly to the attention of that large part of the population of the State for whose benefit it was created and won gradually their interest and hearty co-operation and support.

In 1891 an enlargement of that work became possible through the availability of the Morrill Act Fund, created by Congress in August 1890, and the Farmers' Institute method was inaugurated by the board of regents. Fresno County was the first to arrange for an institute; the second was Los Angeles. Within three years ten institutes had been held in each of these counties and from one to three in each of the following named counties: Tulare, Placer Alameda, Santa Barbara, Sacramento, Sonoma, Ventura, San Bernardino. The broadening of the plan in 1895 resulted in the holding of fifty institutes the following year. The success of the institute work and the need for its enlargement brought about in 1897 the creation of the "Department of University Extension in Agriculture," with Professor Edward J. Wickson as superintendent —under whom in 1897-'98 seventy-eight institutes were held having an average attendance of 200 persons and covering the length and breadth of the state.

In a report which was made the following year, Professor Wickson stated: "The farmers' institute is but a larger classroom of the University. As its work proceeds by declaration of the results of original investigation, as it requires, usually, stated preparation of his own contribution to the conference on the part of the farmer, it aligns itself at points with customary methods of University instruction and deserves recognition as work of university grade. It is not the elementary work of the school, nor the prescribed work of the college; it rises at once by its very nature and by virtue of the advanced standing of those who participate in it to the very highest themes and the frontiers of the sciences involved in its special industry. It is clearly of university character, and it reflects its light and inspiration upon all the lower lines of study and investigation which lead up to it. How great its influence must be can be judged from the fact that during the present year not less than four hundred and fifty thousand American agriculturists have been gathered in assemblies of this nature."

Farmers' Institutes increased rapidly in popularity, and the records for the year ending June 30, 1904 show that 113 were held, 41 of the 57 counties being reached. Nearly half of these institutes continued for two days, several for three or more, and the total attendance was 43,680. The meetings were held under the auspices of farmers' clubs, granges, horticultural clubs, chambers of commerce, boards of trade, etc., the last named organizations in the smaller cities and in the towns being in close contact with the farming interests and enthusiastically concerned in their promotion.

The year 1913 marks the beginning of a distinct advance in the work of the Extension Department of the College of Agriculture. At that time there was put into operation the farm advisor system by means of which the men and women on the agricultural lands in all parts of the State began to come into close personal touch with the College in its varied activities. The first farm advisor was installed in Humboldt County in July 1913. During the year 1914 advisors were installed in the following named counties in the order here given: San Diego, San Joaquin, Yolo, Napa, Madera, Alameda, Kern.

In his report for the year ending June 30, 1914, Dean Thomas Forsyth Hunt stated: "No farm advisor in California is placed in any county until the people of that county, through their own initiative, ask for it. The University offers to appoint and pay the salary of a farm advisor only after the board of supervisors has appropriated $2,000 for the annual expenses of the advisor, and there has been organized a farm bureau of at least one fifth of the farmers of the county with an annual membership of one dollar. The farm advisor is required to serve any farmer of the county, whether a member of the bureau or not, but he is instructed not to visit any farm unless he is invited to do so. The purpose of the farm bureau is, first, to determine whether the farm advisor is really wanted by the farmers themselves; and, second, to create an efficient working agency. The farm advisor does not seek to control the action of any person. He gives to each person the advice of which he is capable through the aid of the Agricultural Experiment Station, but the initiative still rests with the person seeking the advice."

Within five years thirty-five counties had farm advisors, many of them also assistant advisors. Home Demonstration Agents, first installed in San Diego and San Joaquin counties in January 1919, had place in twenty-one counties before the end of 1921.

In the course of its development, the Agricultural College Extension Department came to include many lines of service. Agricultural clubs for boys and girls came into existence and grew rapidly in their scope and usefulness.

In 1925 these clubs had an enrollment of 2998; in 1926 they had increased to 5,052, and in 1927 to 7,300. This increase was accomplished by the emphasis laid on club work by the county agricultural agents and by the devoted attention of the volunteer local club leaders who numbered 440 at the close of the year 1926—288 men and 152 women. Concerning these workers Professor B. H. Crocheron, director of Agricultural Extension, remarked in his report dated June 30, 1927: "These people, motivated entirely by public spirit and a desire to assist the younger generation, have given an outstanding example of self-sacrifice and devotion to the rural communities of California."

An outstanding feature of these agricultural clubs is the crop and animal contests participated in by a large number of boys and girls each year. Several years ago twenty of the clubs raised a fund and sent the winner of the prize, the person making the largest profit, on a 9000-mile tour, embracing twenty-four states during which tour he observed twelve of the most prominent types of farming in the United States.

In 1922 the products of the 2,856 boys and girls who submitted records had a total valuation of $126,241.51. In 1921 the farm operations on the part of the boys resulted in a net profit of $46,981. The value of the experience is not computable.

A recent development in agricultural club work has been the summer camp feature for boys and girls and adults. In 1927 there was an attendance of 2,340 at these camps—1,154 boys, 716 girls, and 470 adults.

A permanently equipped camp, to serve Madera, Fresno, Kings, Kern and Tulare counties, is in existence now in Whitaker Forest in the high Sierras in the eastern part of Tulare County, the funds for buildings, etc., having been furnished by those counties. This is not only a recreational center for the members of the agricultural clubs but a station also for the study of forestry—the grounds of 320 acres being covered with virgin and second growth timber and dotted here and there with sequoias.

Certain important widespread organizations in California with which the Agricultural Extension Division cooperates are known as farm bureaus. At the close of the year 1927 the farm bureaus numbered 481. These community units held 3,115 meetings during the year and had on their programs 4,869 community projects, fifty-nine per cent of which had successful completion.

Although originally promoted by the Agricultural Extension Service in those States in which these bureaus first came into being and working in the closest relation, they are in California and generally elsewhere distinct from and independent of the Extension Service. The county extension agents are the representatives of the colleges of agriculture and the United States Department of Agriculture; the farm bureaus are the agencies of the farmers. Writing in a recent report concerning this relation, Director B. H. Crocheron observed: "The benefit of a farmers' organization is to represent the free and untrammeled thought of the farmers themselves. Whenever the farm bureau comes under the control of other agencies, whether those agencies represent finance, business, politics or government, the farm bureau will then lose its chief reason for existence, which is to be a group organization to carry out the wishes and desires of the majority of the farmers in the district covered. . . . The only basis upon which the agricultural extension service can permanently stand is to differentiate clearly between the farm bureau, which is the farmers' organization, and the county extension agents who are the representatives of the state and national institutions of agricultural education. The whole business of a county extension agent is to know and tell the truth. He should represent the viewpoint of the University and the federal department of agriculture which employ him. While his usefulness will be measured by the degree to which his teachings prove acceptable to the local farm public, yet these teachings must always be based upon the research of the institutions which he represents."

The correspondence courses maintained by the Extension Division have reached into every county in the State. In 1922 students were enrolled in every county except Alpine, Mono, Calaveras and Lake. In 1926 the total number of persons enrolled was 1551—102 being from states other than California and sixteen from foreign countries. For the year 1927-28 all the counties in the State were represented in the correspondence work and forty-eight other states, all our outlying territory and twenty-seven foreign countries, included in the number being Canada, Mexico, South America, Australia, Japan, India, Africa and Palestine.

Each year for several years the statistics have shown a gratifying increase in the volume of the work in all departments of Agricultural Extension. For the calendar year 1927 the farm advisors made 49,466 visits to 22,750 different farms; they held 10,989 meetings attended by 469,534 persons. The total number of persons calling at their offices for advice was 87,819. The home demonstration agents' visits totaled 5,825 at 2,889 different homes; they held 6,764 meetings attended by 140,883 persons, and their office callers numbered 7,359.

The clubs for boys and girls enrolled 7,300, and the completed club projects totaled 5,179.

The farm bureau centers had on their programs 4,869 community projects, 59 per cent of which had successful completion. The meetings which numbered 3,115 had an average attendance of fifty-four persons.

During the year 1927 there was a series of twenty-one county tours participated in by 1,346 business men, such as merchants and bankers and realtors, in order to acquaint the townspeople with rural conditions and projects and the work which is being done by the Extension Division of the Agricultural College. Such visitations as these are carried on because of the belief that the ultimate prosperity of the State is dependent largely on an understanding on the part of the financial and business interests in the towns and cities of the rural needs and problems and their cooperation in efforts to meet them.

During the year 1929 the farm advisors, located in 43 counties, visited on their farms 25,283 farmers, the total visitations amounting to 52,674. Meetings were held to the number of 10,523, the total attendance being 454,402. The advisors had 89,153 office calls and they sent out 76,646 letters. The home demonstration agents, at work now in 26 counties, visited during the year 3,488 different homes, making visits to the number of 6,662. They held 5,613 meetings the attendance at which totaled 135,311. They had 8,481 office calls and wrote 16,718 letters.

The agriculture clubs for boys and girls had an enrollment of 8,806 for the year 1929, the record totaling 6,347; and the per cent of completed projects was 72. Fresno County led in enrollments, the number being 763. Kern stood next with 502. Sonoma had 455; Stanislaus, 373; Monterey, 373; Merced, 344; Sacramento, 324; Lake, 301; San Diego, 284; Humboldt, 256; San Joaquin, 245; Contra Costa, 243; Sutter, 223; Mendocino, 211; Riverside, 208.

CHAPTER XXXI.

STUDENT ACTIVITIES AND SPECIAL INTERESTS

Writing in 1912 concerning the future of the University and stating some of its needs at that time, President Wheeler said: "The University cannot be made, however, a great university by buildings, nor by income, nor by scheme and schedule plan. Its greatness will depend upon the character of the men who study and teach within its gates." That same year, 1912, Professor Henry Morse Stephens, in an article on "The Heart of the University," considered some of the mediums for the interchange of opinions and the formation thus of judgments, and remarked: "Where this takes place is the heart of the University, if its heart be, as I hold it to be, in the majority of the student body—as its brains is, or ought to be, in its faculty."

Manifestly any history of the University which did not give considerable attention to the student life would be very inadequate. Accordingly scattered through this book there is already much concerning student activities. Several pages in Chapter XXVI are devoted to "Student Self-Government," and to events linked therewith. In other chapters there is that which shows how the students have with the passing years entered into all that the University has been and is. There is need however for this special chapter, though necessarily too short to deal with the subject as it should be dealt with. Such are the necessary limitations that much that is of importance can scarcely be more than mentioned.

ATHLETICS

No person connected with the University as student or professor at any time during the first three or four decades of its existence could have conceived of the interest which would be created in athletics before the institution was a half century old—nor could he have envisaged the million-dollar stadium which would arise on the campus soon after it had reached its golden milestone.

Athletic interest, like almost everything else in the University, has grown from small beginnings. Considerable indifference existed at times, and sentiment and desire had to be cultivated even after facilities had been provided to considerable extent.

Quoits was for some time in the early years the favorite out-door game. Both baseball and football found early place. Baseball soon gained the ascendancy and held it for several years. A student publication in May 1872 contained this news item: "Baseball has revived and football has died." Brought temporarily to life, it died again in October of that year. Instituted again in the spring months of 1873, in April the class of 1875 played a game with the Oakland High, which was reported as "very long and lacking excitement." In December 1873 the freshmen beat the sophomores—"two straight games in about a half hour." During the year 1874-75 not a game of football was played. Baseball games, however, were frequent from the beginning. What was called a "Baseball Convention" was organized in June 1872, composed of four delegates from each class, and soon then six games were played for the championship in the University, the classes of 1873, 1874 and 1875 contending. The University baseball teams played in those first years with teams composed largely of young business men of Oakland and San Francisco, and with selected students from the high schools and Golden Gate Academy—generally on grounds at Clinton just east of Lake Merritt in Oakland.

Football was of minor importance down to the incoming in 1876 of the class of 1880. Revived somewhat by that class, which held the championship for two years, it lagged considerably again until the first University team was organized in 1882. "Blue And Gold," published early in 1882, observed: "Athletic sports have been in the depths of degredation. Football is only a name, and baseball is scarcely better off. The number of games played has been very small." That year the historian of the class of 1883 remarked: "We are not much on athletics. We cannot put a baseball nine on the diamond, and we win no field-day medals. However, though we are not athletes we can console ourselves that we did not come to College to learn pedestrianism nor to acquire the art of swinging the dumb-bells. No, we had in view a higher aim—the cultivation of the intellect."

The games mainly up to that date were between the classes and very little enthusiasm could be created. After the organization of the University team games were played with several teams in the bay region—the first being with the Phoenix of San Francisco, December 2, 1882—the latter being the winner. Faithful practice after this defeat made the second game with the Phoenix a tie and precluded it thereafter from being the winner. Many games were played during the five years from 1882—the University team generally winning. During five years the record is that it lost only three games.

It required a few of the exciting games between the University of California team and the Stanford team to crown football as the game above all other games. The first game between these teams took place in San Francisco, March 19, 1892.

Track athletics began in 1878—the race track at Emeryville being the training ground. The first annual field day exercises were held on the Oakland Cricket grounds on the 3d of May, 1879. The attendance was small—those in attendance being mainly students. In 1882 a Cinder Track, constructed on the campus at an expenditure of six hundred dollars, was dedicated —"a monument to the untiring efforts of Colonel Edwards," said "The Blue And Gold" that year. And the record was: "Athletics have been more vigorous than for several years past."

Great impetus was given athletics at the University through the trip to the East which the track team took in 1895. On the 30th of May, 1892, Walter H. Henry, a member of the class of '93, ran the 120-yard hurdles in 15¾ seconds—making a record better than the world's record. Affidavit of this record was made and sent to the American Athletic Union, the offices of which were in New York, and rank in accordance therewith was asked. This recognition was denied on the ground that the achievement was an impossibility, that the timers must have erred. At once there sprang up a desire to send a team East to show there what was being done in California. The trip was enthusiastically financed early in 1895, there being at that time a well-balanced, well-trained team. The California team won at Princeton and Union, tied with Pennsylvania, defeated at Urbana the Illinois team which was the champion then of the West, all in all winning in two thirds of the games which were held; and, most gratifying experience of all, received later from the secretary of the American Athletic Union a statement that what he had seen in the contests in which they had engaged in the East had led him to the conclusion that the world's record which had been asked for in 1892 should have been granted.

When in the latter part of June the team reached California on its return trip it rode triumphantly in band-escorted coaches to the Olympic Club rooms in San Francisco where it was royally greeted and banqueted.

Among the comments which were made by Eastern newspapers were the following: "Those Californians are as game a lot as ever donned spiked shoes; their trip has done more to make their college known to the world than anything else possibly could." . . . "What a sturdy, healthy lot of athletes! They look well and act well and win by head work." . . . "They realize that they are here at the expense of their fellow students and alumni; not for a good time, but to do credit to the Blue and Gold." . . . "They have fairly won the reputation of being the best track team in America."

Commenting several years later on this event in 1895, Colonel George C. Edwards said: "There was a destiny which sent the team East in 1895. It had to go. As a college we needed it. There was something in the air which said 'Go!' If it could have been a team of debaters or a team representing some other form of college activity, it would have been the same. We needed good sharp contact with our brothers over the mountains. We needed to know them and have them know us. It did us a lot of good, and the good that came to us was not dependent on the mere winning of victories. The victory was a relish, a very pleasant relish; but the great good came through the exercise of that wisdom which sees the thing that ought to be done, and then the exercise of that virtue which exists in the doing of the thing that ought to be done."

Teams went East in later years and had rich unforgettable experiences — experiences very gratifying to the University which sent them. But transcendant stands the trip of 1895.

AN EPOCHAL YEAR IN FOOTBALL

The year 1904 stands as an epochal one in inter-collegiate football history at the University. For several years the need for a field of its own on or near to the campus at Berkeley had been urgent. Up to 1904 no way of financing such a construction project had been found. The holding of the contests in San Francisco had necessitated an annual outlay for some time, for ground rental, the erection of temporary bleachers, etc., of ten thousand dollars approximately. The inconveniences in reaching the grounds and the waste of time in entering and leaving (game frequently being far along in the first half before the lined-up crowds could get within the gates) were vexatious and damaging. Ezra Decoto of '00 became graduate manager in 1901 and ere long had under headway a movement which resulted in the year 1904 in the construction of California Field at an approximate expenditure of forty thousand dollars. The sum of fifteen thousand dollars was borrowed by the Associated Students at a bank, and this sum with a portion of the $33,308 received as gate receipts that year, an advance of ten thousand over other years, saw the project well along on the way to financial success. On that field, November 13, 1904 the fourteenth California-Stanford game was played—California being the loser. It was not such a consecration of the ground as had been ardently desired. That game has come down in the annals of inter-collegiate football in California as "a remarkable demonstration of the bad which had crept into the American game." Writing in 1923 concerning this game in 1904 Clinton R. Morse stated: "Stanford could not be blamed for her tactics. She was simply taking advantage of a style of play which was prevalent throughout the country. It was this game more than anything else that forced the change from American to Rugby." Man after man in the California team went down that day under the massed terrific attacks and line plunges by Stanford. Eight players were substituted that day. The captain "battered until his mind was gone stuck at his post until he was led from the field weeping."

The next biennial report which was made by President Wheeler contained the following statement: "During the past year very considerable attention has been given on the part of the faculty to the subject of student sports, particularly football. The inter-collegiate game of football, as developed in recent years by the so-called rules committee, had grown into a body of evolutions rather than a sport and had come to be a game for special experts rather than a free athletic sport suited to amateurs. The faculty, on the advice of its athletic committee, decided therefore that the inter-collegiate game should be discontinued and in its stead should be played the Rugby game, which is essentially the form of the game from which the inter-collegiate type took its departure. This action was taken in concert with Stanford University, with the result that Rugby has become the standard game of football to be recognized in the future among the universities and schools of the Pacific Coast. Thereby a great gain has been achieved for athletic sport. Men of different types of physique and not only the man of weight and brute strength can now indulge in the game. Every man who participates in it takes his turn at various features of the play. The stress and intensity is better distributed among the players and among the different events and features of the game. Altogether it is an immeasurably higher type of sport than was represented under the old rules."

In his "California Football History," "Brick" Morse says: "I think it was President Wheeler's decree of abolishment that brought the Eastern rule-makers to their senses and has resulted in reforms which have made American football the grandest of all sports."

The Rugby Games

The first Rugby game between the California and Stanford teams was played in 1906 on the newly constructed California field on the campus at Berkeley. It has been written that many old football players and enthusiasts turned their faces away in disgust at sight of the assembled players. "Where are the nose guards, where are the shin guards, the pads on the shoulders, where are the leather caps? Aw, this ain't no football game; it's a lawn party. Pass the lemonade and ice cream."

But it has been chronicled also that the players weren't troubled in mind, that they had been thoroughly converted to the new game. The playing was free from the rough tactics of the displaced game, and the contestants came out of it with the realization that they had not been participants in a bruising contest from which they would not recover for a long time. "The Daily Californian" which had advocated Rugby remarked editorially: "The Daily Californian is as hearty a supporter of Rugby football as ever. It is a fine game and is better fitted for the needs of the two Pacific Coast universities than the American game. It must and will become a Western game and not remain an English game. Let it develop along proper lines, retaining its present good points and eliminating its objectionable ones." In his "California Football History," Clinton R. Morse, writing concerning the games for ensuing years, remarked: "The crowd had filed out of the 1906 game with a variety of opinions. The old 'grads' were disgusted, but curious enough to give the game one more chance. Some there were who actually liked the game better than the American style of play, while the large majority of spectators, those who come because it is the big game of the year, to see the pretty dresses and hear the rooters squeal, didn't care whether the teams were playing Rugby or backgammon."

"The third Rugby season in California opened with the students of both universities thoroughly converted to the new game. The spectators had learned that the sport was interesting, that the rooters' stunts were just as good, and just as many pretty girls turned out to see the big game as in the olden days. The old 'grads' were thoroughly resigned to their fate, and the referee began to be a little more sensible."

Writing of the season of 1909, Morse stated: "Since writing up the first three Rugby games I am quite converted to that style of play."

THE RETURN TO THE AMERICAN GAME

The ninth Rugby game between California and Stanford, and the last, was in 1914. The American game was in the ascendancy throughout the country and Rugby had to give way. Noteworthy is the following observation which was made by Clinton R. Morse, "Athletic Historian, A. S. U. C.," in his "California Football History," which was written in 1923: "It seems a shame in a way that having mastered such a difficult sport our boys should have been compelled to give it up entirely. But Rugby stood in the way of American football and the only course was to do away with it both in high schools and universities. There might be room for both styles nowadays with Rugby as a minor sport. Certain it is that Rugby has a far greater appeal to Americans than soccer."

In 1916 Andrew L. Smith, the famed coach, declared: "Amongst all intercollegiate athletics American football stands as the leader—the focus to which the lens of virile interest ultimately directs us." Smith said further: "American football has suffered heavily from the onslaughts of ever-present pessimism and destructive idealism. There are those who go so far as to claim that the old game is a detriment to the general welfare of university students. This adverse movement seems to have reached its height here in California; and, due to it, you abandoned our national games for nine long years. But the injustice of the criticism against the American code has since been seen and the East welcomes you back to the fold of the colleges playing the game in the good old Yankee way."

THE CALIFORNIA CREW

The California Crew, which brought world-wide fame to the University in 1928, goes back in its lineage to the early years when that which was called "The University Boat Club" was organized. This pioneer organization came into the life of the University on the 25th of October, 1875, and not long thereafter a boat-house 16 by 50 feet in size was built on the north bank of San Antonio Creek at the foot of Alice Street in Oakland.

In 1877 "Blue And Gold" in its survey observed: "The Boat Club still exists, at least in name, but beyond the erection of a shed-like structure on Lake Merritt, we are not aware of any progress made by it."

The Boat Club having ceased finally to function there was organized in February 1893 what was called "The Boating Association." Undergraduates and graduates entered into the initiation of this organization with the result that in 1894 it had approximately 500 members and a fine boat house on Alameda Point with dressing rooms and club rooms for both men and women and row boats for their use. In articles in "The Berkeleyan" in 1893, by E. M. Garnett, it was declared: "Rowing is truly the poetry of motion and the poetry of exertion as well. Often the Muse has been invoked to sing the Boating Lay, and even the muscular oarsman has been moved to smite the lyre with clumsy finger in favor of his favorite pastime. No other sport has inspired its votaries with more enthusiasm. . . No other form of athletics creates such pride in the college or so general an enthusiasm. The pride of both undergraduate and alumnus in his 'varsity is something akin to the feeling the 'Old Guard' must have stirred in the breasts of Napoleon's followers or to the sentiment toward Athens that Pericles sought to instil in all the Greeks. The sight of the beautiful city was to make them all Athenians in spirit."

With prophetic vision the writer of "The Berkeleyan" articles looked forward to a time when a race with the best in the East might be arranged and the winner (The Californians) row then with Oxford or Cambridge. Though such a vision, in the light of the skill then possessed by the Berkeley crew might seem somewhat utopian its materialization was held to be not as remote in time as England was in space.

The Boating Association had both its ups and downs during the ensuing decade, but it lived and made progress.

In 1904 the Association was placed under the management of the Associated Students. That year the first intercollegiate meet was held on the Oakland Estuary—California and Stanford competing on the 30th of April. California won, and the following week won also in a contest with the Washington crew.

An increased and an ever increasing interest in rowing dates from that transfer of management. In later years crews went East, as anticipated, and had part in contests with the crews of universities and colleges there; and finally in 1928 came that event visioned thirty-five years before—when on waters beyond the Atlantic the crew of the University of California strove with the best in those ancient lands for the world championship. Victorious that year on our own waters in the East the crew had achieved the right to enter the lists for world honors. And soon then at Amsterdam, not far distant from the waters on which competitive rowing between college crews had been begun an hundred years before, became the world champions.

The words of the editor of the sports pages of the "New York Telegraph" picture the joyful triumphs of that eventful year: "Was there ever such a remarkable crew as California's Golden Bears? Never in the history of aquatics has an eight showed such astonishing all-round superiority. The stalwart bronzed oarsmen from the sun-kissed slopes of the Rockies have swept the waters of the whole world clean of all opposition. Distance, time, conditions meant nothing. In the home waters of the Pacific the Golden Bears ruled the waves. They came East to humble Columbia, Syracuse, Cornell, Washington Navy, and Pennsylvania, over a gruelling four-mile trail on the Hudson at Poughkeepsie in the blue ribbon event of aquatics, the American Water Derby.

"Not only did the Golden Bears make six of the greatest college crews in America take their wake over that heart-breaking, soul-testing trail on the Hudson, but they smashed to smithereens a record of many years' standing. In the Olympic tryouts on the short course of about a mile and a quarter on the Schuykill, the great Yale crew, which had beaten Harvard by ten lengths, broke before the speed of the Californians, just as the six other college eights had cracked under the stay and stamina of the Golden Bears at Poughkeepsie.

"As a climax to the most strenuous campaign ever undergone by any crew, the Golden Bears in constant training since last September fought their way through four heats against the greatest crews in the wide wide world in the Olympic races at Amsterdam, and in the final heat sent the bow of their craft crashing across the finish line to win the world's championship and a glorious victory for Uncle Sam.

"Trump that! It can't be done!"

The University Colors

The University has always had gratification in its colors, blue and gold—often declared to be the most beautiful university colors in the country. Among the favorite University songs is the one entitled "Blue And Gold," written by Professor Charles M. Gayley in 1895.

"Blue! Blue! Blue! Blue!
  Living fair and free;
Blue! Blue! Blue! Blue!
  'Biding constantly;
  Light that lies in maiden's eyes,
And dwells in sky and sea—
Oh, that's the Blue that heartens you and me!

"Gold! Gold! Gold! Gold!
  Burning by the Blue;
Gold! Gold! Gold! Gold!
  Native, tried and true;
  Ore that shines
  In priceless mines
Of memories old and new—
Oh, that's the Gold that heartens me and you!"

The colors were chosen in June 1873. The first class unions were organized in 1872. Not long thereafter the class of 1874, the first to organize a union, having directed attention to the matter of emblems, mottoes, colors, etc., a committee from the unions took into consideration the question of colors. Yale had had considerable to do in the laying of the foundations of the University; a graduate of Yale had been its first president; another was president at the time when the colors were chosen; another was a leading professor; sons of Yale graduates were members of the student body; and thought accordingly was turned to blue, Yale's color, as suitable in some combination. A son of a member of the Yale class of 1848 suggested to the committee of which he was a member the consideration of blue.[1] The relation of the College of California and the University of California to Yale was not decisive of course. Blue flowers, abounding everywhere, brought their suggestion and entered into the decision. So also did the sea and the sky. The colors of the uniforms of the cadets entered into the decision to some extent apparently. Early in the year 1870-71 a cadet corps had been organized and designs in conformity to the requirements for military uniforms were invited from the students by Professor Welcker who was in charge. Several designs were presented. Choice was left finally to the students after an intimation by the faculty that gray should be the color. The students generally were determined that the color should not be gray. This, because of civil war memories. They desired blue, almost without exception, and they so worked as to make that the choice for the uniforms. This fact led to some expression that blue should be chosen as a part of the University colors.

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[1] It was Joseph C. Rowell, later the University Librarian for 44 years, who made this suggestion.

The suggestion of gold as the most suitable color to be combined with blue grew out of the location of the University overlooking the Golden Gate in the Golden State. Golden flowers under foot and golden sunsets overhead figured also in the choice. [2]

Among the things going to show that the Yale colors figured in this selection is a remark which was made by President Wheeler in an address to the students in November 1901. He had visited Yale that summer and spoke of her influence all across the continent, remarking: "The spirit of Yale is spread abroad all over this country, and it seems to me that we resemble her in a good many things. . . I believe also, that our color is Yale blue, only we have added to it the gold of California's hills."

The suggestion of the combination of the gold and the blue was made by Miss Rebekah Bragg of the class of 1876. After considerable discussion by the committee which had been appointed by the class unions to select the colors determination was left to Miss Scrivener, the only woman member of the class of 1874, and the eight women who were members of the class of 1876. Their selection was blue and gold—Miss Bragg suggesting the combination. [3]

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[2] See History of the Class of 1874, written by John E. Budd; also article by Dr. B. T. Wall of the class of 1876, in the Alumni Weekly, May 14, 1910; also article by Colonel George C. Edwards in "Blue And Gold" for 1912; also "The University Echo" for June and July 1873.

[3] Mrs. Rebekah Bragg Cummings of San Francisco who made this suggestion fifty-seven years ago has no definite remembrance in detail of the selection—of the things which led to it. They who made it thought of it mainly as one of the things to be done then, and did it without thought of its historical importance in later years. Several persons who have been interviewed were unable to furnish anything that was authoritative—other than that which has been presented here.

DRAMATICS

Dramatics has had place in the student life on the campus from the earliest days of the University. The "State University Dramatic Society" was organized on the 24th of October 1871 and on the 24th of November gave its first public entertainment. Brayton Hall in Oakland was crowded on that historic occasion. "The Rivals" was presented in a manner gratifying to those who produced it, as well as to the assembled friends and citizens. "The Echo," the student paper, contained the following in its comments: "The acting of the lady members was in the highest degree charming. They were beautifully costumed, their manner was natural, and their movements easy and bewitchingly graceful." Young women were few on the campus in Oakland, and a young man of very attractive appearance when properly arrayed for their parts, was substituted frequently.

Such were the achievements of this early-day dramatic organization that it gave some entertainments outside of Oakland. But it was not possible to pass the talent and interest on to later classes and the society went out of existence soon. Another was organized in 1877. It stated as its object "to afford those students who are afflicted with the stage mania an opportunity to indulge in histrionic capers."

Early in the life of the University dramatics began to have place on the programs of the students for commencement week, as a part of their class day exercises. In the earliest years, however, there was nothing of a dramatic nature in these exercises. Class Day was instituted in 1874 by the graduating class of that year. The principal features of the exercises at the commencement time in July were an oration, a poem, a class history, statistics, biographies, a class song, prophecy, and for several years a tree-planting service. The class of 1874 was the first to plant a tree on the campus.

The "Junior Exhibition," the first of the annual exercises by the junior class, was held in the assembly hall on the 14th of May 1875. This exhibition did not have any dramatic feature. The program consisted of orations and essays, a poem, and of music by a string band. In reporting it "The Berkeleyan" remarked: "It is to be hoped that succeeding classes will help to establish the custom of a Junior Exhibition and make it one of the features of the year."

The junior day exercises of today on the University campus during commencement week, the "junior farce," etc., have their lineage in the exercises which were begun in 1875—the farce dating from 1891.

In 1877 there was added to the senior class day program that which was called the "Dispensation." In a paragraph in his article in "California Play And Pageant" on the "Genesis of the Greek Theater," Benjamin Weed said concerning these class day exercises: "These were as a usual rule very amusing to those who were intimately acquainted with the members of the class, but there was little of real interest for the invited guests, since an appreciation of the humor was in a large measure dependent upon a knowledge of the goings and comings and various escapades of the graduates. The dispensation was made as ludicrous as possible, and was the only feature of the exercises that was the least dramatic. The dispensator, who usually appeared in some comical garb, was given full swing, and strove to present to each member of the class something indicative of that student's peculiarities or shortcomings. I remember to have seen a set of boxing gloves given one student who had shown a very pugnacious spirit during his college life; another had the mask of a donkey's head placed over his own; and one who paid particular attention to the military department was given a toy sword. In presenting these gifts the dispensator enlarged upon the salient characteristics of his victim and offered such advice as he saw fit—usually humorous or satirical."

In his article, "The Light of Other Days," in "Blue And Gold" for 1905, Stuart G. Masters remarked concerning the dispensation that on many occasions it caused weeping and wailing, "for the dispensator read the class will and publicly presented his classmates with gifts that were anything but conventional flattery."

The class of 1894 made changes in the class day program which mark a new era in this respect. Searching for a more suitable place for such exercises than "co-ed canyon" where they had been held theretofore for some time, Benjamin Weed came upon a hollow in the eucalyptus grove on the hillside where now stands the Greek Theater and without great labor it was made soon into an admirable place for the elaborate play which was given that year—"Vehmegericht," which was a composite by several members of the class, based on the German Vehmegerichte, the secret courts which flourished in Germany in the Middle Ages.

The little hillside amphitheater in which the play was presented in 1894 became the suggestion and inspiration for the Greek Theater which took its place on the campus in 1903, in which during the years since has been presented by the students and by professional actors scores of plays of great worth.

The English Club, which was founded in 1903, has figured prominently in the dramatic work of the University. Within a few years after its organization it had presented in the Greek Theater several Greek plays—thus having a worthy part in the revival of interest in the presentation of these ancient plays on the American Stage.

The Little Theater, now the most important dramatic organization on the campus, came into existence in 1922. The plays for that year were published in a little book of eighty-three pages, in the introduction to which Professor Harold Bruce remarked: "The students interested in the Little Theater didn't have much to begin with. There wasn't any money and there wasn't any theater. There was a building that looked like a pipe-organ on the outside and like a garret on the inside, with a platform in place of a stage, with no dressing-rooms, no property rooms, no drop-curtain, no switchboard; and, most fortunately, no gilt box office. But there was interest and quick effort and a solution for all problems. A 'casting committee' had three to four hundred student competitors from whom to choose the actors. A student art director had two hundred volunteers to work on scenery, costume and design. A stage director did not have to hunt for scene shifters. The gymnasium offices were used for dressing-rooms, the halls and gangways, for property rooms. A drop curtain and a switchboard were installed; a price of admission was fixed which would have made the Frohmans faint, and the Little Theater was ready to turn on its footlights."

For many years the "Senior Extravaganza" has "loomed large" on the dramatic programs on the campus and the junior class presentations have not failed in their hold on the affections of the students, but outstanding in attractiveness has been the colorful Partheneia, beautifully conceived and gracefully given in faculty glade. The Partheneia originally presented symbolically the transition from maidenhood to womanhood. It was the outgrowth in 1912 of the desire by Miss Lucy Sprague, dean of women, for an annual pageant which would express the highest ideals of the young women students. Year after year thousands of people view admiringly these beautiful pageants. Usually the transition from girlhood to womanhood has been portrayed. But there have been departures from this idea. In 1919 the portrayal was of woman in society. For 1930 the Partheneia lays hold of life in Judea two or three centuries B. C., and will depict as heroine a woman who saves her city and people besieged by their enemies.

The dramatic work is now under the direction of a dramatics council, the purpose of which is to bring together harmoniously and effectively, in their functioning, the various dramatic and musical organizations.

In the University of California at Los Angeles there is the "University Dramatic Society," through which there has been created a growing interest in dramatics. For twelve years the presentation of high class Greek drama has been an important annual event—the productions being with strict fidelity to the methods and traditions of the classic plays.

THE COOPERATIVE STORE

The cooperative store which has been conducted by the students for many years is an enterprise of considerable magnitude today. Its volume of business amounted during the year 1928 to $430,000, of which amount $178,400 was from the sale of books. The receipts from the cafeteria were $30,000; from the soda fountain, $44,000; from athletic concessions, $12,000; from the store at Davis, $17,000. This total of $430,000 was an advance from $48,000 for the year 1904. The dividends to the students for the year 1928 amounted to $13,153. In the operation of the store and cafeteria there are 48 full-time employes and from 18 to 30 part-time student helpers.

The business has been built up around a small book department of early years—the demand for text-books bringing about in 1883 what was called the Students' Cooperative Society. This work was opened in the basement of North Hall—the outstanding feature of its little corner in the basement being two dry-goods boxes, with a board extending from box to box forming a counter. It remained there even after North Hall had been torn down to the basement floor and until the Student Union building was ready for use. An enterprise called "the joint" was begun in that first location—said to have contained mostly for some time a root-beer keg and affording free checking privileges under the supervision of the store. Gradually it took on other features until it became an attractive light lunch place.

Thought was first directed toward the organization of a cooperative society by an editorial in "The Berkeleyan" on the 9th of October, 1882. Mention was made of the recent organization of such a society at Harvard for the purchase of coal, books, stationery, etc., and it was asked, "Could not such a plan as this be adopted in our own college, especially in the matter of books?" Meetings were called soon to consider the matter, but they had small attendance, and it was not until the 28th of January, 1883, that any definite action was taken. At that meeting only three of the upper classmen and a very few members of other classes were present. Sentiment was nearly unanimous in favor of the movement; one student, however, questioned the advisability, fearing that it might be antagonistic to the regular booksellers. The drugstore near the campus made a specialty of textbooks, but many were purchased in San Francisco through student agents who made a small profit for their services.

Steps were taken at that meeting in January 1883 for the organization of a cooperative society, the function of which should at first be the supplying of books, and the work was begun soon thereafter.

The Story of the Axe

For 999 years, probably, "the story of the axe" will be told by students on the campus. Nearly a quarter of a century after the eventful day when the historic axe passed from the possession of the Stanford students to that of the California students, the "Daily Californian" remarked: "The axe is a symbol of California now and represents California's fighting spirit. When we commemorate its capture we think of the spirit of the men who have fought for California before and those who will fight for her in the future."

The axe, famous for many years in student annals, was captured from the Stanford students at the close of the baseball game in San Francisco on the 15th of April, 1899. That day Stanford men added to their stirring cry, "Give'em the axe, give 'em the axe," (a cry originated in 1896) an actual axe, well burnished and sharpened, which they made use of before and during the game in such a manner as to create enthusiasm and strengthen and keep up the spirit of their players. They had been losing in the games that year. Accordingly something must be done to turn the tide in their favor! A large broad axe, of tomahawk shape, having a ten pound fifteen inch blade, was procured in San Francisco. It was ceremoniously sharpened and put into the hands of the captain of the baseball nine for the hewing out of a victory at the game soon to be played. An effigy of a University of California sympathizer, a supposed hoodoo, was prepared and brought up to a beheading block on the campus, and when the descending axe had cut off the head it was, amid wild cheering, thrown into a bonfire around which hundreds of students danced and shouted, "Give 'em the axe."

The axe was brought to the baseball field in San Francisco on the day for the game and was carried in parade around the field to a large blue block in front of the Stanford rooters. On that block the axe-man took his stand and whenever the Stanford team made a good play swung the axe around in the air and brought it down then on the necks of imaginary Californians—thus adding to the enthusiasm on the part of the Stanford rooters and sympathizers and the spirit of determination to win.

After the game, in which the Stanford men were losers, the axe was swung tauntingly, though not menacingly, over the heads of California men standing around on the field, some of whom determined to get possession of it if possible. Soon after its custodians left the field these men laid hold of them, a hard scuffle ensued in which the aggressors were victorious.

An exciting race along the streets of San Francisco followed, during which one of the captors unwittingly handed the axe to a Stanford man; it was retaken soon and the race went on. Finally, escaping their pursuers, the Californians took time to saw off the handle of the axe in order that it might be carried concealed. Reaching the ferry they were surrounded by Stanford men who had called a policeman to their aid, but under cover of an overcoat the trophy was carried across the bay to a place of safety for the night—it being possible for the student who carried the axe under his overcoat, by engaging in conversation with a co-ed who was about to cross the bay to detach himself from the group held up by the Stanford students and soon to pass unnoticed within the ferry gates.

Exciting days and nights followed. The axe was brought out on the following Monday and one of the most memorable of California campus celebrations took place spontaneously. Several hundred students paraded around the trophy when the story of the capture was told—the cheers and shrieks of the young women on the bleachers being a part of the din that rolled over the hillside while the flames and smoke of a huge bonfire went up heavenward.

The parade that morning was not confined to the campus but took in some of the adjacent streets of Berkeley. Unknown to the rejoicing students there was a Stanford man in the procession who had joined it with the determination to regain the axe. He was disguised and was mounted on a spirited horse, well prepared to escape capture if a dash could be made with the axe in his grasp. For awhile this mounted man carrying the axe led the procession. So spirited or nervous was the horse that it was found necessary for students to keep strong hands on its bridle if it were to be allowed place in the procession. Coming at length to a narrow path through which the horse could not pass the rider was compelled to give the axe to the insistent students, many of whom were clamoring to handle the trophy. [4]

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[4] The authority for this paragraph concerning the man on horseback is an article in "The Stanford Illustrated Review" for November 1929. This monthly is owned and published by the Stanford Alumni Association. In the article, which was written by a member of the class of 1929, it was stated that the Stanford student mingled freely with the California

Having heard some of the students talking about painting and decorating the axe the Stanford man attempted to get possession of it that afternoon by artifice. A letter purporting to come from the student who had kept the axe over Sunday was delivered by him at the fraternity house in Berkeley, in which it was supposed to be, which letter read: "Send by this fellow (a tall man) the axe to me this afternoon, for I want to number it and fix the handle. This fellow is a painter."

The wary Californians were not deceived and the axe was kept in secret custody. Late that night a most determined effort was made to recover it. About two o'clock Tuesday morning a crowd of Stanford students, not less than fifty in number, surrounded the fraternity house and demanded admittance. This being refused they forced open a door, over-powered the few students in the house and searched it thoroughly but without avail. As they departed the taunting cry of the members of the fraternity followed them—"Give 'em the axe, the axe, the axe." The only piece of furniture that was left unopened that eventful night was the piano—and it was in the piano that the axe had been hidden. It had a safer place of lodgement the next night. Tuesday afternoon word came that a large number of Stanford men gathered in San Francisco were planning another raid and Berkeley all around the University campus that night was like an alert armed camp. Men were put on watch at the ferry building in San Francisco; outlooks were assigned to the railroad stations and along the street-car lines. Students in the fraternity houses and in rooming and boarding houses were requested to be ready to respond to a signal at any hour of the night. No raid, however, was attempted that night.

The "Daily Californian" said editorially in its issue for Thursday, April 20: "There is considerable doubt in the minds of those entrusted with the keeping of the Stanford trophy as to the manner in which it will finally be disposed of. It is

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students and that the fact of his presence on the campus at Berkeley during the axe parade was unknown probably to any Californian when the article was published in November 1929. The student on horseback, the same one who on horseback delivered the forged letter in the afternoon, was Harry Dutton who resides now at Los Altos. Correspondence with J. E. McDowell, the secretary of the Stanford Alumnal Association, concerning the story in the Review, brought the statement that after all possible investigation, he accepts it as substantially correct.

feared that an attempt on our part to permanently retain it would occasion much hard feeling from our rivals. It is therefore probable that some action will be taken soon to voluntarily return it."

Two days earlier the "Daily Californian" had remarked, ironically, it seems: "Just a word as to this axe! All must agree that it was a most unkind and thoughtless action on our part to take so much from Stanford all at once—nine runs, a base-ball game, an intercollegiate championship, and a highly prized axe, all in one day. This is indeed a great deal! Besides we have already had quite a little this year; to take so much seems inconsiderate, almost unbrotherly. Why, it isn't quite generous on our part to retain this axe, especially when we understand that Stanford considers it of great value and spent a whole evening recently in sharpening its edge. No, it is selfish of us. We must return it. We must give it back at once. Of course intercollegiate etiquette demands that this be handled with care. We should make the presentation on some field day, at a tennis match or a debate. However, we should not neglect it. It will be but generous. So come, good students, let us fix next Saturday for the event, and then, with all due ceremony and a true California spirit towards our Stanford rivals, 'give them the axe'."

The student affairs committee decided to return the axe in an appropriate manner; but this decision drew many protests, and the matter was then referred to two members of the faculty at Stanford and two at Berkeley, who decided that the trophy had been won fairly and honorably—according to the rules of sportsmanship—that it belonged to the Californians "by right of conquest" and could be retained by them honorably.[5] The judges held also that there was no reason for animosity and rancor on the part of the students of the two institutions because of anything that had occurred and that the manifestation of any ill-feeling or rowdyism at the track-team contest the following Saturday would result in the interdiction of future intercollegiate contests. Soon the track-team and the debaters added to California's laurels, all in all making a period of rejoicing which was long-remembered and which had a good effect in various ways on the morale of the students.[6]

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[5] The men who made this decision were Professors Richardson and Green of Stanford and Professors Edwards and Bacon of California.

Nearly a third of a century has passed and year by year "the story of the axe" has been told to the assembled students with the treasured trophy as the carefully guarded guest of honor, for there has never been a time when Stanford students ceased to hope that the way would open for them to recover it. As a symbol of loyalty, of a determination to contend in all honorable ways for their beloved University, the axe with its accompanying story is likely to have a worthy enduring place in the ongoing life of the institution.[7]

SENIOR BENCH

Across the roadway north of Wheeler Hall stands today a weather-worn, knife-hacked wooden bench of ample proportions bearing the inscription: "This bench, a symbol of Senior Control, is dedicated by the class of 1921 to the 1920 championship varsity football team."

The dedication occurred on charter day in 1921. The event afforded opportunity for "The Daily Californian" to emphasize among the students the value of senior control and the responsibilities therefor twenty-one years after its adoption, and it was remarked editorially: "If the new senior bench is to be all that it should signify every member of each succeeding senior class must accept the responsibilities bestowed upon them. The new bench is symbolical of senior control, as the dedication plaque points out; and it was dedicated to the 1920 varsity football team as symbolical of real California spirit. These two must go hand in hand. We cannot have a real senior control without California spirit in each senior class. As President Wheeler said at the dedication, 'senior control is very simple—it is loyal service to California.' If you do not love your alma mater—do not want to see her prosper and forge ahead, you cannot give loyal service to her. The affairs of the student body are in the hands of the senior class through the various individual members of that class. The work that each individual does comprises senior control. If this work is not done well, is not done with the right spirit of the welfare of California at heart, senior control will fail. It was only because President Wheeler believed in and had faith in the members of the senior class back in 1899 that our present system exists. We hope that the faith of the present administration will not be shaken in any of the senior classes of California."

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[6] See page 645 for account of a retaliatory act by Stanford students.

[7] Judge Everett Brown of the superior court of Alameda County, now the president of the Alumni Association and University regent, had a leading part in the capturing of the axe, as did also Clifton E. Miller who has been an ex-officio member of the board of regents. Approaching in company with two or three others the Stanford student who was carrying the axe Mr. Brown asked him to give them the axe in a manner different from that in which it had been given to them previously. The request being refused the axe was taken then forcibly. Mr. Miller was the one who concealed the axe under his overcoat and carried it across the bay. For thirty years Judge Brown has told the story of the axe annually. It has not grown old—neither to him nor to the students who listen to it as the trophy is handed on from class to class with the passing years.

The senior bench idea, the idea of a place where the seniors could meet informally for the discussion of campus affairs, dates back to 1897 for its inception; and on the 11th of February, 1898, the first bench was dedicated, at a spot where several movable benches had been in use previously for a short time. A bench was built around the flagpole which stood then near North Hall, a fence was erected around it, as a good luck token a horseshoe, found one day in the center of the movable benches, was nailed to the fence, and that which was christened as "Senior C Fence" took its place on the campus with joyful acclaim on the part of the interested students.

In its news columns the following day "The Daily Californian" said: "Never in the history of California has there been a campus celebration which so well typified college life and spirit—a celebration more pregnant in meaning to future generations of collegians. . . With the senior 'C' another distinctive custom has been given to California."

The "write-up" of the exercises that day told of "circles of admiring co-eds and awed underclassmen surrounding the black-plugged seniors" as they were greeted with a salute of ninety-eight guns, and while they nailed the blue and gold bedecked horse-shoe to the center post of the "C."

Editorially "The Daily Californian" observed: "The erection and dedication of the senior 'C' fence should be taken as the concrete embodiment of the spirit that united undergraduates in the interests of their alma mater. The ninety-eight class had no trivial purpose in carrying out the project, and stripped of its fun, the affair of Friday morning showed that the principle of loyal unity is not buried. We doubt if any one class in the history of the University has ever made such a display of numbers, enthusiasm and goodwill on the campus."

The life of the "Senior C" on the campus was brief. It was carried away in the night of April 24, 1899—soon after the episode of the axe. Stanford students were among those on whom suspicion rested at once, and in a few days they were revealed as the culprits. The "fence" had not been popular; the class which erected it used it; the next senior class did not care for it and did not make much use of it. The "Daily Californian" of April 26 remarked: "So far as we are concerned its removal is a thing for which we are to be thoroughly thankful." The following day, after it had been learned that Stanford had it, the comment of "The Daily Californian" was: "Poor Stanford! The capture of the Cardinal axe was a good joke, but the stealing of the Senior Fence was a better one, a far better one, on Stanford. To come up at the dead of night, when there was no one, not even a watchman, upon the campus, and carry off the top boards of an old fence which nobody cared for was indeed an heroic act. It showed such skill, such cleverness, such bravery, such fortitude, such prowess. California should indeed feel highly honored. From recent scores we felt quite sure that Stanford respected us as rivals; but this last attention is overpowering. Why, we understand all Stanford now worships the very boards we sat upon!"

SENIOR HALL

September 19, 1906, stands as a red-letter day in senior annals, for in the evening of that day a permanent gathering place for the seniors was dedicated at an attractive spot on the banks of the picturesque creek running through the campus, the purpose of which was for the conservation and increase among the students of the spirit which makes for the welfare of the University. The dedicatory address was given by President Wheeler who stressed loyalty—loyalty on the part of the students to themselves and to the University.

The four thousand dollars which were required for the construction of this characteristic California log-cabin came from several sources—the Golden Bear Society leading in the securing of it, acquiring thus certain special rights. In a comment on this enterprise "The Occident Magazine" for October 1906 observed: "It is to these men [the seniors] that the University must look for the carrying on of its traditions. There are no dormitories at Berkeley; there is not even a common dining hall where the men can gather together; the parliament on North Hall steps is liable to be dispersed by rain; the experiment of a fence showed the impossibility of transferring a tradition from one university to another; and Senior Hall is now proposed as a solution to the problem. It is now up to the men of the senior class, the class of '07, to make Senior Hall a success. If the men get into the habit of using the hall for social purposes and let it supplement North Hall steps as their informal gathering place, the wishes of its founders will be carried out and the University will gain what it has so long needed—a center for the moulding of public opinion through free discussion, undisturbed by wind or weather."

In by-laws which were framed at the time of the occupancy of the hall it was stated that the hall, "a gift to the men of the senior class" should be held in trust by each succeeding class; that it was for the use of the men of the senior class and of the alumni, and for them only,—open, however, to men of the faculty who might "desire to enjoy the companionship of the members of the senior class."

Fraternities And Sororities

There are in existence now at Berkeley 62 fraternities and 35 sororities in addition to a large number of honor societies. The professional schools in San Francisco have their fraternities and to this total is to be added those at Los Angeles.

The fraternities at Berkeley the first decade were in their order: Zeta Psi, 1871; Phi Delta Theta, 1873; Chi Phi, 1875; Delta Kappa Epsilon, 1876; Beta Theta Pi, 1879.

The first Greek Letter sorority was established in 1880—the Kappa Kappa Gamma, and re-established in 1897. As early as 1874 there was an organization called the Redivivia which continues its existence. Kappa Alpha Theta was established in 1890; Gamma Phi Beta, in 1894; Alpha Omicron Pi, in 1897. Most of the sororities have been established since the beginning of this century, a large proportion during recent years.

Steps were taken in 1870 for the establishing of the first fraternity, the Zeta Psi, but it was not until June 1871 that this was accomplished. In the summer of 1870 Arthur B. Waring, a member of the parent chapter, which was established at the University of New York in 1847, visited California and interested several students of the University in the matter. When the grand chapter met in Philadelphia on the 28th of December 1870 a petition signed by several elders of the fraternity was presented which asked for the establishment of a chapter in the University of California. It was the expressed desire that this should be the first Greek letter society on the Pacific Coast and there was passed accordingly at once a special resolution granting the grand officers "power to establish a chapter in the University of California, and grant a charter at their discretion." Pursuant to this order the Iota Chapter was established on the 10th of June 1871. The first mention of this fraternity that has been found is in "The University Echo" for July 1871, in which it is stated: "A chapter of the Zeta Psi fraternity was organized in our University last week by Mr. Arthur B. Waring of Yonkers, N. Y., a graduate of New York University. Mr. Waring was authorized by the grand chapter especially to establish an organization among us. . . . This is the first chapter of any college fraternity that has been organized on this coast." In the issue for October "The University Echo" had further mention of the fraternity. The editor of the publication at that time was F. H. Whitworth who was chosen as one of the first officers of the fraternity. It is evident accordingly that this first fraternity in the University was established in 1871 and not in 1870—as erroneously handed down since 1875 in every edition of "Blue And Gold." The fraternity's framed charter in its house near the campus carries the date of "June 10, 1871." The first house built by Zeta Psi was on the lot where its present house stands. Built in 1876 it was the first fraternity house on the Pacific Coast.

A pamphlet of 44 pages was published in 1883 (now in the archives) in which the fraternities in existence at that time were severely criticized. There was a time when for a short period fraternities were banned in the University. For many years, however, they have had a recognized place of service despite the fact that they are sometimes thought of as undemocratic.

William DeWitt Hyde, for many years president of Bowdoin College, has written: "The fraternities and societies have slight possiblities of evil, but accomplish an overwhelming preponderance of good. It is through them, directly or indirectly, that the most effective personal and social influence can be brought to bear on those who need it. Occasionally a fraternity drops to the level of making mere good-fellowship an exclusive end, to which scholarship, morality, efficiency are merely incidental. A college is fortunate which at any given time does not have one or two fraternities that are tending in this direction. But the contempt of their rivals, the influence of their graduates, the self-respect of the better members themselves, together with direct or indirect faculty remonstrance, serve to bring a fraternity to its senses in a quarter of the time it would take to straighten out an equal number of isolated individuals. Isolated good and isolated evil are more nearly on an equality. But good influence can be organized and mobilized a hundred times as quickly and effectively as evil influence; and where the moral forces in faculty and students are alert, the fraternities serve as rallying points for the concentration of the good and the dispersion of evil."

Class Gifts and Memorials

Many of the classes have left memorials on the campus or have placed them there in later years. For many years it was the custom for the departing class to plant a tree and dedicate it with considerable ceremony. The class of 1874 was the first to do this—its selection being a cypress. The member of the class who gave the oration at the planting evidently thought of the tree as something that would stand always on the campus and he expressed the hope that as its roots struck deeper and deeper into the soil and its branches grew larger and larger their affection for their alma mater would deepen and expand. With the passing of the years the tree gave place to a needed building, but the affection for alma mater, well-grounded and rooted, did not wane but waxed stronger. The sun-dial near the Campanile was the gift of the class of 1877. The class of 1896 marked "Founders' Rock"—the place where some of the founders of the College of California stood on the 16th of

April 1860 and dedicated the grounds forever to learning.[8] The marble bench between the Campanile and the Library was set by the class of 1897 in the year 1922 in commemoration of its 25th anniversary, and carries the inscription: "May 16, 1922—the Silver Jubilee of the class of 1897, in gratitude and loyalty to our alma mater." The sum of $2,232 was expended for this marble jubilee bench. It was hoped by the class which built it that it would not only be useful on the campus but would stand as a suggestion to other classes to do in their jubilee years something in remembrance of their alma mater—if possible in the same locality and there come thus into existence a "Jubilee Court." The tablet at the LeConte oak was placed there by the class of 1898 in memory and appreciation of John and Joseph LeConte. The marble bench, situated a little to the south of the Life Science Building, was put in place in 1910 by the class of 1905. Inscribed on it are the words: "To hold in remembrance that Benjamin Ide Wheeler, president of the University of California, gave self-government to undergraduate students the class of 1905 has set this bench." [9] The archway bridge across Strawberry Creek from the vicinity of LeConte Hall to faculty glade was built by the class of 1910 at an expenditure of $1,387.92. The drinking fountain south of Wheeler Hall was given by the class of 1914—$609.10 being expended therefor. The fireplace in the memorial room of Stephens Union was given by the class of 1921 as a memorial of Professor Henry Morse Stephens. The class of 1922 expended approximately $2,800 for the furnishing of the room. The bridge from Stephens Union across the creek to faculty glade, built at an expenditure of $5,214, was the gift of the class of 1923. It bears the inscription: "In memory of happy days on the campus and in appreciation of the benefits received from their alma mater the members of the class of 1923 give this bridge to the University." The stairway down to the Stephens Union, which required $2,000 for its construction, came from the class of 1925. The class of 1926 published "The Abundant Life" in memory of Benjamin Ide Wheeler—a book made up largely of selections from his addresses during his presidency. Professor Monroe E. Deutsch, who edited the volume, remarked in a foreword: "Nothing could be more significant, nothing more appropriate than that the students whom he so loved should bring him this tribute of affection; and that in honor of the one who built the system of student self-government, rearing it upon the basis of senior responsibility, the seniors of a period remote from his own presidency should make this collection of his utterances their most precious offering to the University they are now about to leave." The steel flagpole between California Hall and the Life Science Building was placed there by the class of 1927—$1,700 being expended therefor. The bust of Benjamin Ide Wheeler in the entrance of Wheeler Hall was the gift of the class of 1928.

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[8] Concerning this dedication see pages 212-13.

[9] For the origin and development of self-government see pages 452-56.

Seven of the twenty-one marble memorial chairs in the Greek Theater were placed there by University students. One dedicated in 1910 carries the inscription: "In gratitude to Henry Morse Stephens, teacher and friend, the class of 1905 has placed this seat for a testimony." The words on one by the class of 1903, dedicated to President Wheeler, are: "We his first freshman class at the University of California, dedicate this chair in sincere and loving appreciation of his unselfish service to our alma mater." One erected by the class of 1890 is "in affectionate memory of Joseph LeConte." The inscription on one dedicated to Professor William Carey Jones by the class of 1892 is: "Builder and first dean of the School of Jurisprudence—a man of self-effacing service, high ideals of honor, the richest mental attainment." One dedicated to President David Prescott Barrows by the class of 1923 carries the inscription: "To him who welcomes those who enter—from those who entered with him." One dedicated to Professor Alexis E. Lange, dean of the School of Education, was "by his students and friends who revere and call him master." One erected in 1927 in recognition of the services to the medical profession of Herbert Charles Moffitt, dean of the Medical School from 1912 to 1920, was by his students and friends.

Several classes have established a library fund—the first to do this being the class of 1874. There are several class loan funds for the purpose of aiding students who are not able readily to meet their necessary expenses. The first dates back to 1881. The largest, that of the class of 1886, consists of $7,215; the second largest, the silver jubilee fund of the class of 1898, amounted in 1928 to $6,601.54. The class of 1929 established the Paul Cadman loan fund—in recognition and appreciation of his services as dean of men.

STUDENT PUBLICATIONS

The student publications afford an interesting and valuable study. Many of them were ephemeral; but with a few exceptions they served a good purpose. They were a part of the education of the students who instituted them and edited and managed them. They stand, whether discontinued or not, as records of the evolution of the University—not only in the news and the varied articles found therein, as the pages are turned today, but as mile-posts along the onward road. The on-going spirit of the University is stamped on their pages. And brief though it must be, this concerning those publications is no mere catalogue.

"THE UNIVERSITY ECHO" AND "THE COLLEGE ECHO"

"The University Echo," the first student publication, was first issued in March 1871 by the Durant Rhetorical Society. It announced that there would be in each issue an article from the pen of one of the professors, which alone, it was remarked, would give it interest and value. In addition to University news items, its announced aim was to furnish early and reliable information on all matters pertaining to education on the Pacific Coast.

Prior to "The University Echo" was "The College Echo," which was published by the students of the College of California from January to August 1868, when its temporary suspension was announced. This was the first college paper published on the Pacific Coast. Only one copy of it is extant apparently. This is of the first issue. Mention is made therein of a weekly paper, in manuscript, which was read at each meeting of the Durant Rhetorical Society—the preparation of which was in the hands of two editors elected quarterly; and it was stated that part of the contents of the monthly would consist of some of those manuscript articles. It was stated to be the aim to make the publication "worthy the patronage of the State and worthy to go out to sister institutions in older lands as an example of the intelligence of which California boasts and a foreshadowing of her future intellectual power." It was stated that Charles Warren Stoddard, Frank Bret Harte, Professor Benjamin Silliman, Dr. W. P. Gibbons, Dr. W. Newcomb, Professor Rising and others had promised contributions.

Further it was said: "We advocate the establishment of a state university; and shall endeavor to become the special organ of its initiation and success."

"NEOLAEAN REVIEW"

In March 1873 a second publication was begun—"Neolaean Review," published by the Neolaean Literary Society. In the salutatory it was remarked: "The Society which bears the honored name of one of California's pioneers in education has a paper which keeps the public informed in regard to its progress. As we are growing and improving so rapidly we have followed their example and shall make this paper an exponent of our society and a means of bringing it before the public. We have established this paper not as a rival to the Echo, but rather as an exponent of our society, and we are sorry to hear many persons enquire if some ill-feeling between the two societies has not been the cause of the birth of our paper. If we once thought our paper should be the cause of hard feeling we would bury it deep in the bowels of the Earth. . . We hope there will be no rivalry but that of emulation, and that the two papers existing together will make both better and more readable."

"THE BERKELEYAN"

It became evident soon that one publication could be made to serve all interests better than two, and the two were in January 1874 combined and published as "The Berkeleyan" under the direction of four managers and four editors—each society being equally represented.

The new publication stated in a salutatory: "As its name indicates, it will be the exponent of the thoughts, actions, and life at Berkeley, a reflex of the University of California and the index of student life on the Pacific Coast."

The last number of this publication appeared in October 1888. On the 3d of February, 1893, a new publication appeared which bore the name of the old one, but as "Vol. 1. No. 1."

It was stated editorially: "The Berkeleyan, though it appears with a name already familiar to our readers, is not a continuation of the magazine published here several years ago. Its aims are entirely different. It purposes to be a representative college paper, voicing the sentiments of every class in the college, giving every phase of college life its due prominence, and having above all the interests of our University at heart. The time has come when we should unite our scattered forces and use them for the good of the college instead of dissipating them in petty jealousies and rivalries. We must present a united front on all questions of inter-collegiate interest, for they have now come to be of importance."

"THE OCCIDENT"

There was in existence at that time another student publication, "The Occident," which had been established in 1881—explaining its advent then in the following manner: "It may seem at first thought that the feeble support which our semi-monthly contemporary has received at the hands of the students does not justify this new venture. But a new era is upon us and we trust that a paper free from all unpleasant remembrances will receive better support in the future. The Occident begins with no record to either aid or hinder it. . . It hopes by its work to gain the good will of every true student."

At the beginning of its second volume the following announcement was made: "The Occident will hereafter be published as an anti-fraternity paper. This announcement will cause small surprise to the students who have watched the late course of events, and we think needs no justification on our part. The causes that have led to it are merely an aggravation of the abuses that must exist in connection with fraternities. These abuses are well known to all the University, hence it is useless to mention them. The aim of the Occident will be to tell the unvarnished truth about the fraternities. Whatever in them or their conduct is upright and good will be shown up as far as we are able."

When in February 1893 the new "Berkeleyan" came into existence it was stated: "It is not our object in founding "The Berkeleyan" to enter the lists as an opponent of "The Occident." The college is large enough to support two papers, especially if each represents interests that are distinct from those of the other. The Berkeleyan will endeavor to be a representative of the whole college, fraternity and non-fraternity men alike. The Occident will still have its mission (the correction and amendment of the fraternity spirit) to fulfill. The welfare of our alma mater will be the first care of both, and is a sufficiently broad subject not to be exhausted by either."

"THE OESTRUS" AND "THE BESOM"

From February 4, 1878 to October 6, 1879, a weekly paper which was called "Oestrus" was published. Like "The Occident," it had been an anti-fraternity paper from the beginning, though not that so manifestly and declaratatively as "The Occident."

Preceding the "Oestrus" was "The Besom," commenced on the 8th of September, 1876, discontinued June 4, 1878. It differed in no material way from "The Berkeleyan," and at the beginning of its second volume claimed justification mainly on the ground that because of the rivalry there had been a higher type of journalism.

"The Oestrus" explained its entrance into the field in February 1878 with the statement that opportunity had come to it in the intention or supposed intention of "The Berkeleyan" to transform itself into a literary magazine. Accordingly the need for a weekly paper which would be "exclusively a college organ."

"THE CALIFORNIAN" AND "THE DAILY CALIFORNIAN"

"The Daily Californian" is an outgrowth of "The Berkeleyan"—which after 1894 was published four times a week. The last number of "The Berkeleyan" was published on the 26th of February, 1897. "The Californian" took its place on the 16th of August as "No. 1" of "Volume 10." The purpose of the publication was announced as follows: "We shall endeavor to represent the student body of the University in an impartial manner, not favoring any clique any more than another. We intend to print all the news of interest to people connected with California. . . . As soon as practicable the Californian will be issued five times a week, but at present it will appear as the Berkeleyan did—four times a week." On the 20th of October the five issues a week were commenced and on the 25th the name was changed to "Daily Californian." This name has been continued to the present time.

The "Daily Californian" ranks today, in the opinion of persons capable of judging as the leading college daily in the United States—with the exception of "The Daily Illini," the student newspaper of the University of Illinois, the field and scope of which are much wider than that of "The Daily Californian," serving, as the one at Illinois does, a community of 35,000 persons at Champaign and Urbana, being the only morning daily published in those cities.

The "Daily Californian" is published now during the intersessions and the summer sessions. For several years previously there was a summer session publication — under various names.

"SMILES"

Among the short-lived publications of the early years was "Smiles," a bi-weekly dating from October 15, 1891 to December 18 inclusive. The name of C. C. Young, now governor of California, appeared first on the board of editors. Its watchwords were: "Chivalrous Justice to the Gentler Sex, Inexorable Justice to the Sterner, and Fair Play to All." "Smiles" stated its creed to be "Peace on Earth to all Men of Good Will; to all Others, Woe, Woe, Unutterable Woe!" Further it was remarked: "We shall smile at all and sundry, and hope that all and sundry will smile with us and wish with us whatever measure of success our efforts deserve—no more, no less. We shall be tolerant, yet fearless in criticism, and bright yet clean in wit and humor. What blows we have to deal shall be dealt with beribboned whip and not with knotted club. We shall be cruel only to be kind, and only cruel now and then: Truth cuts like a sharp sword at times, and when it does, the fault lies not with us but with those who fear to hear it. But our cardinal function is not to teach or preach but to amuse, and to that end we shall jingle our cap and bells from month to month throughout the year, hoping that no discordant strain will mar their harmony." In its first issue in December, "Smiles" contained an explanatory editorial in which it was remarked:

"While we have taken the contract to 'smile' and shall do our utmost to fulfill the terms of our contract, we must earnestly beseech our patrons not to expect us to continually go around with a constant, imbecile, idiotic grin upon our physiognomies." The next issue, that of December 18, 1891, stands as the date of the demise of "Smiles."

"JOSH"

"Josh" began its career in September 1895 and ended it in February 1897. Soon after it entered on its second volume "Josh" began to carry on its editorial page the words: "Published in the interests of the University men of the Pacific Coast." For some time was carried the statement that the editing and publishing were by the students of the University. Laterly the names of the student editors disappeared and "The Josh Publishing Company" of San Francisco was announced as publisher. With the opening of the University year in 1896 "Josh" began to devote itself especially "to the humorous interests of the men and women of California and Stanford Universities. An announcement in July stated: "Mr. Charles K. Field, the idol of the Stanford man will have charge of the jokes and quibbles from the sunny realm of Palo Alto. A gentleman equally competent to yield the lash of satire will be chosen from the graduates of the University of California."

Accordingly in August 1896 "Josh" sallied forth under the editorial direction of DeWitt H. Gray and Charles F. Field on what it called "a new mission" — "that of sprinkling a few smiles among the young men and young women of two great universities. Beyond this Josh does not wish to go. He will joke with you, notice your little oddities of character, and perchance tell you an amusing story now and then; but as for weeping with you or bothering his jolly little head with your sorrows, he modestly but firmly declines that pleasure."

By December 1896 the names of Messrs. DeWitt and Field had disappeared from the publication; that of John G. Howell, Jr., as business manager, remained. In the issue for February 1, 1897, some new features were announced and it was said that several good college yarns were in hand, for use at an early date with profuse illustration. The next number which bore date of February 26, 1897, lamented the general indifference in University circles towards the publications which were issued in such interests and remarked: "That Josh has been able to survive the blighting effect of college indifference is not a miracle, but the result of attention to business from a business standpoint. When the college world has failed, the world of those who still have some interest in college affairs (and by that we mean an interest of a substantial character) has come to our rescue."

That issue seems, however, to mark the end of "Josh's" career.

"The University Of California Magazine"

The year 1895 marks the beginning of "The University of California Magazine." The first objects of this publication were announced to be "to provide a common medium of intellectual contact for alumni, faculty, and students alike." To this end it was designed that in addition to its news features it should be to considerable extent a literary magazine—predominantly so. It was remarked in the salutatory: "The college literary magazine has had in this country a long and honorable and useful history; and we do not believe that its usefulness lies all behind it. There are, to be sure, certain tendencies occasionally visible which seem to run counter to this belief. There exists here and there a conception of a college which makes it begin and end with the class-room, and limits its interest to the required work of the curriculum. But the knowledge shop theory has not been the theory of the old American college, and we do not think it is going to be the theory of the new American university. The regular work of the student ought always to be the heart and center of the college life, but it ought not to be the whole of it, and is itself only the main one of several agencies in effecting that genuine and generous culture, to produce which is the aim of the college's existence. Then, on the other hand, there is a tendency, not altogether invisible, to cultivate indeed a spontaneous interest in things outside the regular task-work, but to expend that interest upon certain noisy enthusiasms, admirable and healthy and useful enough up to a certain point, yet hardly such as should receive the entire voluntary devotion of the college. In view of a recent incident at Yale and at Princeton, it has been widely charged that this tendency is the paramount one; that all that the American college student is interested in, after he has got decently through his required work (if even this limitation is conceded) is athletics; that they form the only object of his enthusiasm, and that their exponents are looked upon as the ideal types of college men. We believe that these charges are exaggerated, and yet it cannot be denied that this one college interest, legitimate in itself, rather seems to threaten to swallow up others equally legitimate. Over against both these tendencies, the college magazine of course represents another object which is spontaneous and unconstrained, and for an interest in the things of letters and literary expression as well as in the things of science, with which in the comprehensive sense the work of the class-room properly concerns itself. It assumes that the college student has ambitions and enthusiams besides those which center around the football and the cinder path. If such interests do not exist in the college, the literary magazine cannot foster them; but if they do, it may strengthen them by giving them an opportunity of expression."

Consonant with its aims "The University of California Magazine" had in addition to its boards of student editors and managers, two ex officio alumni editors, and two faculty counsellors. (Inasmuch as "The California Monthly," the official organ of the Alumni Association, reaches back in its lineage to "The University of California Magazine," this publication had special detailed consideration in the section entitled "The Genesis of the California Monthly" in Chapter XXVIII, to which the reader is referred).

"The California Journal of Technology" and "The California Engineer"

"The California Journal of Technology," published monthly by the students in the applied science colleges in the University, the first editor of which was Robert Sibley of the class of 1903, made its appearance in February 1903—the first college magazine west of the Rockies devoted to scientific interests. It was stated editorially concerning the publication: "It is designed to meet the needs of the various applied science colleges. Under its influence that spirit of close relation among the various members of the scientific family group become an actuality. Within its covers will be found the best work of the University along all scientific lines—furnishing an epitome of all undergraduate effort.

"The University of California is no stranger in the scientific world. Her graduates have run surveys and have sunk shafts in every country of the globe. Her sons are high among those whose names and opinions carry weight in the realms of applied science. These men were once under-graduates. As a bond connecting them with their younger brothers the Journal hopes to accomplish a mutual benefit. Its personal columns will endeavor to keep them located in their wanderings; its pages will reflect the knowledge which they acquire and will rejoice in their success."

"The California Journal of Technology" had valuable existence for seven years, not as a monthly, however, much of the time, but appearing at intervals during the college year. Publication ceased early in 1910 because the editors felt that it required from them more time than they could give to it without neglect of the basic studies. Publication as a quarterly was resumed in March 1913 by the Associated Technical Students—the editor being A. F. Bridge of the class of 1912. In an historical sketch at that time Mr. Sibley, its founder, observed: "Immediately upon making its initiatory appearance before the technical world, the journal became widely quoted among eastern periodicals as representing engineering sentiment on the Pacific Coast. Indeed, excerpts from its pages were found in periodicals published in Canada and in the old world. . . The character of the original articles appearing in the Journal from time to time was such that during the last year of its existence no less than twelve of these articles were reprinted in the best technical papers throughout the United States and Canada."

The last number of "The California Journal of Technology" was published in November 1914—discontinuance of publication being because of the dangerous overload for the students conducting it.

"The California Engineer," under the direction of the Student Engineers Council, began in January 1923 to occupy the vacant field. It carries now from month to month the inscription: "Founded 1902 as the California Journal of Technology"

—though it dates its volumes from January 1923. Thus also "The California Journal of Technology" is dated back beyond the time of its first appearance in February 1903 to the time of its determination probably in 1902.

The last number of the first volume of "The California Engineer" contained from President-elect Campbell a letter congratulating the editors and the authors upon the success of their efforts.

"The California Engineer" stands today as a highly creditable University publication.

"ASSOCIATION RECORD" AND "THE LANTERN"

On the 10th of February, 1903, the Young Women's Christian Association began the "Association Record" which was continued as a weekly publication for seventeen years. In 1920 is became a bi-monthly. "The Lantern," a monthly, took its place in 1921 and was continued through 1924.

The first issue of "Association Record" told of the rapid growth of the Young Women's Christian Association of the University, of its problems and aspirations to be a real moulding force in its field of service. In that connection it was remarked: "In college we are inclined to swing between two opposite extremes, but sooner or later we must come to know that the true education is neither the mere collection of facts on the one hand, nor on the other the half dilettante espousal of culture for culture's sake. When the genuine test comes facts fail, philosophies fail, and even life itself will fail us utterly unless we come to know the true and deeper significance of things." Charlotte Hoak was the first editor of "Association Record." Muriel Storms the first of "The Lantern."

"THE PELICAN"

In April 1903 another student publication, "The California Pelican," alighted on the campus and announced that she had "preened her feathers and polished up her ax"—having decided to come into the field to fill the need for a publication to some extent humorous. In September 1928, at the beginning of its 34th volume, the gratulatory words were: "The Old Bird is getting on, and as he looks back on his twenty-six years of activity on the old planet he is given to meditate and decides that it is a pretty good spot after all. He feels a certain buoyancy of spirit that makes him forget his infirmities and realize that things are fine when the crew can win at the Olympic games and the University can admit such a fine freshman class."

So much alive was "The Pelican" in the summer of 1929 that it took no vacation and in July carried this announcement: "The Old Bird makes a friendly bow to the lads and lassies of Summer Session as she perches upon the campanile for a summer of school, swimming, and more school. This is a sort of new thing for this Feathered Friend, and we venture to say that you **can** teach an old bird new tricks."

"THE CALIFORNIA LAW REVIEW"

In the first number of "The California Law Review" which was published in November 1912, Professor Orrin K. McMurray, the editor-in-chief, told the reasons for the beginning of such a publication. Attention was called to the wide divergence between the statutory and common law of the New England states and the Western states—particularly so those this side of the Rocky Mountains. Decisions were cited which showed that the whole relation of the individual to society was different in California from what it was in certain New England states. A further reason was that the doctrines of California had colored the jurisprudence of the Pacific Slope states. Thus there had come into existence a Western type of jurisprudence, a system of law which had had no voice for its expression except in the reports of cases and the volumes of the statutes—aside from some ephemeral publications in earlier years. "But the life of the law is certainly larger than the sum of law reports and statutes," wrote Professor McMurray. "It seems proper that some periodical should exist by means of which those who are engaged in the processes of law-making, whether as lawyers or judges, or legislators, or writers, or teachers, may express themselves more freely or more extensively than they otherwise might do; some medium through which exchange of thought in regard to legal problems of local importance might be effected; some publication which should record the history and development of our law."

"The California Law Review" was announced as "Published by the faculty and students of the department of jurisprudence of the University" and as a bi-monthly. In his introductory note Professor McMurray stated: "The greater part of the credit for the publication of the first number and the establishment of the Review belongs to the students. Without their earnest and enthusiastic efforts both in the editorial and business departments and without their energy and devotion as a student body, the plan of publishing this Review would never have borne fruition." John U. Calkins, Jr., was the student editor-in-chief. The faculty board of editors consisted of: William Carey Jones, William E. Colby, A. P. Matthew, M. C. Lynch and A. M. Kidd.

Through the seventeen years of its existence "The California Law Review" has had most careful supervision by the faculty of the department of jurisprudence. For some time the entire faculty has been on the editorial board.

"BRASS TACKS"

In January 1913 there appeared on the campus a weekly publication which announced its appearance with the words: "Let us get down to brass tacks." The chosen name was "Brass Tacks." Its two mottoes were: "Facts not Fiction," "Construction not Destruction." One of its declarations was: "We believe that there exists here at California a field of college journalism not yet touched: the field of university life and interest, and the relation of the University to the outside world." Publication was by "The League of the Republic," and E. H. Trout of the class of 1913 was the supervising editor. It was announced that as the official organ of the League is would present a weekly review of national, state, and local politics—under the editorship of Professor Thomas H. Reed. "Brass Tacks" had "pep" and snap and kept its course as a weekly and bi-weekly down through May 1916, being published latterly by the Associated Students.

"Brass Tacks" made its second advent in November, 1921, the slogan again being "Let's get down to brass tacks"—with the added words "Let the chips fall where they will." Not so wide in scope as before "Brass Tacks" announced itself as "A paper of student opinion." The intention was to afford a square deal for everybody, the intimation being that this had not been afforded hitherto, or for some time; and so everybody was invited "to get down to brass tacks and say what you believe"—not in any scurrilous manner however. Publication was by the Agora Society, organized in part for that purpose. L. C. Chase was editor, and M. C. Dempster was the president of the society. Number 3 of Volume 2, published on the 24th of February, 1922, apparently marks the demise of "Brass Tacks."

"THE JOURNAL OF AGRICULTURE" AND "THE CALIFORNIA COUNTRYMAN"

"The University of California Journal of Agriculture" made its appearance in May 1913. A leading purpose in its launching was to secure the personal interest of the farmers of California and thus make it possible for the College of Agriculture to render its greatest service. Another purpose was to convey to students in the high schools and to others also the character and value of the work which was being done by the College of Agriculture. It was published monthly by the Agricultural Club of the College of Agriculture, and had as its first chief editor H. H. Warner of the class of 1913.

In October 1917, when the "Journal of Agriculture" had reached "number one" of "volume five," publication was stopped because of world war exigencies. It was resumed in January 1920 as "volume six," "number one."

In November 1921 the name was changed to "The California Countryman." One of the reasons given for this change was that the name as it was at first carried the implication that the magazine was an official organ of the University. Concerning the choice of "Countryman" it was stated: "There is a growing feeling throughout the United States that agricultural college magazine should have similar names—making them distinctive and collegiate in character. 'The Cornell Countryman' and 'The Oregon Countryman' have led the way. It is therefore appropriate that the magazine be the third to further the movement as 'The California Countryman'."

"THE RASPBERRY PRESS"

On the 12th of February, 1915, "The Raspberry Press" came hurtling into being with the announcement: "The Only

Uncensored Sheet this side of Palo Alto." Its motto was: "Uncensored and Untrammeled! The truth as it is and ought not to be!" The second number of "The Raspberry Press," issued September 10, 1915 was dedicated "to those men and women who are not what they seem to be—and conceived in the desire to place them in their true light." Latterly "The Raspberry Press" carried this statement: "Published occassionally by California Chapter of Pi Delta Epsilon in the interest of morality and other trivialities."

The time came when "The Raspberry Press" needed censoring; and the time came also when it was suspended by the University authorities—this being from April 28, 1928 to July 2, 1929.

"STUDENT OPINION"

One of the many ephemeral publications was called "Student Opinion." It began to be on the 16th of August, 1915. The expressed desire was to make the paper a parliament for free discussion. "Groups of us are continually talking about what we like and dislike both in and out of college. Much of such comment is superficial and trivial, but much also is of true worth. Too often those who have really constructive ideas have neither the courage nor the opportunity to propagate them. It is just these floating hints that we want to gather into our parliament where they may accomplish their end. . . It is not grouchy exasperating nagging we want, but open-minded constructive criticism. We are apt to forget that criticism is not always 'knocking;' it has its side of appreciation as well." R. Johns of the class of 1917 was editor-in-chief; Elsie McCormick of 1916 was the woman editor. "Student Opinion" ceased to be in April 1916.

"THE CALIFORNIA AGGIE"

"The Aggie" came into existence as "The Weekly Agricola" on the 29th of September, 1915 — its first editor being C. Zwierlein, Jr. It announced its advent racily as follows: "I am the 'Agricola' of the University Farm School at Davis—that institution so recently sprung from the folds of time. Standing at the gateway to California's interior valleys I stretch forth the hand of opportunity in greeting the people of this

State. My habitat lies at the base of the Coast Range, over whose crest I watch the setting sun, while over beyond the far-stretching Sacramento Valley, in an unbroken chain I view with awe the majestic Sierras, heralds of the dawn and of a new prosperity. The valleys at my feet teem with the activities of men and the fields are dotted with homes of the toilers whose employment is far-removed from the tempestuous strife of the great metropolises. Crops are bounteously produced on these wide-spreading acres and the towns are athrob with the song of industry. The commerce of nations visits us here—for the products of these valleys ballast the ships of the seven seas. No slums waste the bloom of health on the cheeks of childhood, no sweat-shops, greedy, rob our youth of their inheritance. No tyranny of toil grinds out the souls of our manhood and no poverty visits us here. The door of knowledge is open and beckons to ambition. No lack of welcome chills the stranger's heart. The school is populous with the youths of many climes. Its courses annually confer the blessings of education upon hundreds of clean thinking, clean living youths from many counties.

"I am the voice of the institution — seeking to enlighten socially, morally and educationally. Progress is my warder, achievement is my slogan."

"The Mystic Istyc" and "The Dill Pickle"

"The Mystic Istyc" appeared on the horizon in December 1915 as the official publication of the Istyc Club, an organization instituted by women interested in journalism—for the interchange of ideas and experiences. In March, 1916, "Dill Pickle" announced its advent in the words: "Published sometimes by the Istyc Club of the University of California—Rated as second-class matter by everybody—Issued March 31, 1916, in the reign of the Kappa Sigs." Elsie McCormick of the class of 1916 was the editor.

"Dill Pickle's" all-inclusive greetings were: "We dedicate this publication to all the fifty-seven varieties—the ones that queen and the ones that grind; the men who spend all the time on the bench and the men that stay in the library until the janitor puts them out. We dedicate this to Phi Betas and Beta Betas; to freshmen who are too shy and seniors who are not shy enough; to men who dance divinely and to those who step all over our feet; to the weak undeveloped boys on the football squad and the husky giants on the chess team; to those who believe in woman's rights and to those who consider that woman's place is in a menagerie; to those who receive a one and to those who come home at one; to the homely men that don't know it and the handsome ones that do; to those who could pass a doctor of philosophy ex and to those who couldn't get by the Binet test. We greet you one and all. Our motto is: 'Down with the Men—down to the Varsity with them; down to the Orpheum with them; down to Harmon Gym with them—as often as the house-mother will let us out."

In its issue dated October 24, 1927, "Dill Pickle" carried this statement: "The Pickle is published semi-annually by Alpha Alpha of Theta Sigma Phi for the purpose of a general clean-up. We hope you won't feel hurt.

"Some of our stories are naughty—some of our stories are nice—some of our stories are newsy—they're all full of spice."

After the issue for April 1928 was published the University authorities suspended "Dill Pickle" until July 2, 1929.

"COMMERCIA"

"Commercia"—A Journal of Commerce, was established in February 1921 by the College of Commerce Association. As the "Organ of the College of Commerce" its aims were: "First, to provide a means for expression of views, statements and facts that may be held by the members of the College of Commerce; and secondly to form a closer link between the theoretically trained student and the practical business man." J. W. Otterson of the class of 1922 was the first editor. It had women on the editorial staff at an early period and later a woman editor also. "Commercia" deserved to live; it was ever a creditable publication though it underwent some transformations. The issue for May 1927 had as its leading editorial "The End of the Trail." It was meant to signify merely the end of the trail for the management that year—and it was stated: "Commercia has gone on and will go in spite of unfounded rumors to the contrary." However it too had reached the end of the trail.

The pages of "Commercia" indicate that from the beginning it must have had considerable attention and direction continuously from persons on the faculty of the College of Commerce. After 1922 the name of Stuart Daggett, dean of the College, appeared as the first name on an advisory board.

"THE CALIFORNIA PICTORIAL REVIEW"

The University of California Camera Club began "The California Pictorial Review" in September 1921 as a monthly. Claiming to be the first Rotagravure college pictorial in the United States this new and attractive aspirant for favor stated: "Between these covers is pictured every current happening that pertains to the University of California. These pages represent an effort to bring to you through the medium of interesting pictures, attractively displayed, a conception of the innumerable activities that constitute life at the University of California. To you, the undergraduate, we are striving to give a lasting memorial of the events of your college days. Further, we want to impress you with a broader meaning of California spirit. . . In you, the alumni, we hope to instil a keener interest in the activities of the undergraduate student body, a deeper concern in the welfare of the University and a larger appreciation of the words 'Alma Mater'."

The first editor was John D. Gray of the class of 1922. The "Review" had various staffs composed of men and women.

In February, 1922, ownership and management passed into the hands of the Associated Students. The last issue was dated April 1924.

"THE LAUGHING HORSE"

"The Laughing Horse," which was published anonymously for a few months in 1922, stands as an example of what college journalism ought not to be. For that reason, and that only, it is allowed to speak for itself on these pages as it spoke in its salutatory: "We propose to take nothing too seriously, to hold nothing sacred, to subject anything and everything which seems to us to affect too pontifical an air, too solemn an attitude, to ribald ridicule. Our aim is frankly destructive. . . . We are not reformers, we are not architects, we are the wrecking gang, hurlers of brickbats, shooters of barbs, tossers of custard pie. We are not bitter, we are not ill-natured, we are not soreheads. We are simply tired of the incessant bleating of professional poloniuses and their spineless imitators, the blather of campus politicians, the palpable tosh of 'Cal' and 'Pelly' and 'Occident' editorials, the silly chatter of our half-baked Hobsons, Bryans and Orison Swett Mardens. We seek not simply to shock by our derisive irreverence of sacred things which are largely ridiculous in their very nature, but merely to come out with a merry horse-laugh. This magazine is designed as a healthful reaction to the whole timid, vacillating, conservative spirit which now prevails over this land. . . . It is possible that in our zeal we shall tend to swing the platitudinous pendulum too far. If we do, it will swing back. Meanwhile we shall have our fun and our chuckles, and we hope that you will too. We shall make no absurd claim to superiority. Perhaps we are all wrong, but then again we may conceivably be nearer right than you are. Youth is never wholly wrong. If we seem to you to be ill-natured, bitter, grouchy, churlish, discount it. We are no such thing. The things we ridicule will no doubt bear up very well. They will in all probability outlive us. Such is the vengeance of the commonplace."

On such a platform "The Laughing Horse" might have had a career of usefulness, but it was barely possible. It was a dangerous platform on which to work. Several very indiscreet, unjustifiable articles, especially so in the issue for December 1922, indicate in part at least why "The Laughing Horse" died with its fourth number.[10]

Some of the Most Ephemeral Publications

Among the publications which appeared only a few times, some of them not more than once or twice, the names of which are suggestive, are: "The Scylla," "The Stinger," "Bear Facts," "The Barb," "Hot Potato," "The Nightmare," "The Squallyfornian," which announced that it was published for students and "bench bums," "The Campus Bee," which had as its watchword: "Honey for Deservers, Stings for Disturbers."

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[10] The student publications at the University are not under supervision. The editors are at liberty to print whatever they may think it proper to print. There are however ideals which they are expected to keep in mind and standards which they are expected to maintain. Several years ago in defence of certain things which had been printed some students claimed their right to print such matter because it had place in certain daily newspapers. They were told then that their publications ought to be in harmony with the spirit and standards of the University—a dignified institution with ideals. When not long ago, a publication which had been in trouble before the authorities offered to submit its manuscripts before the next issue its editors were informed that this was not desired, that the responsibility of deciding what was proper matter for publication was laid upon them.

"BLUE AND GOLD"

The annual publication called "Blue And Gold" spans the years—fifty-five of them—spendidly. There is a great contrast between the volume for 1874 and the one for 1929. The first had forty-eight pages, the pages being 8½ by 5½ inches in dimension: In 1929 there were five hundred and seventy-five pages 12 by 9 in dimension. During these years the pages of "Blue And Gold" have been replete with interesting and valuable information concerning the University. Considerable of a history of the University could be prepared from the volumes of "Blue And Gold" alone. In 1924 Professor Edmond O'Neil, who has been connected with the University as student and teacher almost from its beginning, observed: "The progress of the University is mirrored in the fifty volumes of "Blue And Gold."

For many years, "Blue And Gold" recounted the past and the present without much attention to the future. But in 1906 it was remarked in its foreword: "Instead of following the precedent of telling the interesting old story of the past life of the University we have dared to reverse matters and to take a step ahead. It is only a glimpse into the future, but we believe not merely visionary speculation. Our future is so well assured—the Greater University is so tangibly taking form now upon our campus that we have dared to hint at what it will be." And then further it was remarked in that foreword that it had been the aim also to perpetuate in a six hundred page volume the memories of a year—to give to those interested in it a souvenir of the year 1904-05. "The present at the University, the atmosphere of the campus, the rollicking camaraderie that forms such an essential part of our life here, are things that we like to remember, and back upon which we shall be pleased to look some day when our college experiences have faded away into a treasured memory. This we have tried to reflect."

In the desire and effort to avoid uniformity and monotony, while preserving all the valuable features of such a publication, "Blue And Gold" has heavily taxed the ingenuity of the students for several years, and has been in that respect, as well as in many others, educatively very valuable for those who have participated in its preparation.

Originally published by the junior class, "Blue And Gold" was transferred to the management of the Associated Students of the University of California in 1925 and the staff has since that time been selected from the general student body. It is financed by the A. S. U. C. The sum of $32,007.50 is in the budget for the edition for 1930. Advertisements have been excluded since 1925. Work for each annual begins with the opening of the college year—all who have anything to do with its preparation being impressed with the idea that a responsibility rests upon them to cooperate in standing for ideals and maintaining standards, to the end that the spirit of the University may be in very truth portrayed on its pages.

The issue for 1929 contained a color-plate frontispiece under which were the words: "California—University of a Brilliant Present laying the foundation for a Golden Future."

Pictures of some of the buildings now on the campus were grouped together in varied brilliant colors while towering above them in the background were the vivid golden walls of more stately structures.

In the volume for 1929, in adddition to the comprehensive survey of student activities and University administration several outstanding events in the early history of the State were presented pictorially. For several years "Blue And Gold" has been beautifully illustrated; and preserving, as it does by word and by picture, the life of the current University year, and the photographs of the members of the out-going classes, it is a publication which the students delight to carry away with them as something to be cherished through the years.

"THE SOUTHERN CAMPUS"

Since 1920 an annual publication called "The Southern Campus" has recorded the interests and activities of the students in the University of California at Los Angeles, along with outstanding features in the development which transformed that which was at first "The Los Angeles State Normal School," and later "The Southern Branch," into the more comprehensive institution—"The University of California at Los Angeles."

An inscription entitled "Our Alma Mater," in the first volume, read: "She hath opened before us a door to a banquet hall, and hath bidden us enter and sit down as guests with the garlanded immortals, there to drink for a little from timeless fountains, that so our souls shall be strengthened on our journey."

The issue for 1929 was published at the time when removal was about to be made to the new site at Westwood, and it was designed so to link the past and the present together as to make them an earnest of the future.

On one of the opening pages there was a message to the students from Governor Young which read in part: "As an alumnus of our University I have always been thrilled by the story of the removal of the little college at Oakland to what then seemed the remote and uncultivated site of Berkeley. Yours is an exodus of a similar nature, but as different in magnitude as the California of today is greater than the California of the pioneers. I understand that you are dedicating this volume to the spirit of achievement as exemplified by those who laid the foundations upon which our State now stands. This is a splendid thought, but equally significant is your recognition of the fact that in a sense you are also pioneers to the generations that will follow. You, already numbered by thousands, will constitute the pioneer classes of the Westwood campus, just as your predecessors only a few scores in number, pioneered in Berkeley sixty years ago. From those small beginnings has grown the marvelous University of which you are a part. What may we not hope for the University of the future?"

A dedication foreword in the 1929 edition of "The Southern Campus" was: "Crowning the slopes of warm, brown hills, midway between mountains and sea, the Westwood campus rises as the glorious fulfillment of a long-cherished dream. Presented as a gift from the State we have gained it at a small cost to ourselves. In appreciation of this great inheritance we pledge ourselves not only to preserve its original value, but to increase its substance for those who will follow us. As an evidence of our gratitude we dedicate to the people of California 'The Southern Campus' of 1929."

THE "CALIFORNIA DAILY BRUIN"

This daily publication in existence since 1926 at the University of California at Los Angeles is the outgrowth of the "Cub Californian" which began to be in the year 1919-20. Published at first several times a year it developed soon into a weekly and then into a semi-weekly. When it became a daily its first name was "The California Grizzly." When the University totem was changed in 1927, the name of the publication was changed to "California Daily Bruin." Concerning the "Cub Californian" it was stated in "The Southern Campus" in 1922 that its exchange of items with the "Daily Californian" at Berkeley had been for some time a feature which had "done much toward building up a cordial and sympathetic relationship between the two major divisions of the University."

CHAPTER XXXII.

THE UNIVERSITY OF TODAY AND TOMORROW

Preceding chapters have shown to considerable extent what the University of California is today as well as what it has been from time to time down through the years of its development. Now, however, what it is today will be stated summarily and in some respects somewhat differently than hereinbefore.

Contemplating some years ago the wide-spread comprehensive service which the University rendered to the State, Professor E. J. Wickson remarked that it was not located in Berkeley—that it was located in California. A fitting expression then, it is more so today—since the Southern Branch has developed into the University of California at Los Angeles; since the Extension work in both the academic and the agricultural departments has grown into the large proportions set forth in a preceding chapter; since the work on the University farm at Davis and that of the Citrus Experiment Station at Riverside have added immensely to its serviceableness.

In the opening months of the year 1930, in which year it will celebrate its Diamond Jubilee (dating, as it does, its origin back to 1855 when the College of California was chartered) the University stands before the people equipped for better service to the State than ever before.

THE UNIVERSITY'S ASSETS

The University has had in the process of the years a gratifying material growth and now has assets approximating fifty million dollars. The original site in Berkeley, which was one of the inheritances from the College of California, is appraised now by the University at $1,000,000. The total valuation of the real estate in Berkeley on the 30th of June, 1929 was $3,782.056.14. Buildings and improvements in Berkeley were scheduled at that time at $10,574,067.04, making a total of $14,356,123.28. In this total was included the expenditure on the buildings at that time under construction up to June 30, 1929. Approximately two million dollars was added to that total the 1st of January, 1930.

The real estate and improvements outside of Berkeley were scheduled at $13,234,189. The total valuation of the property at Los Angeles was $6,910,969—the sum of $5,696,247 being for the property at Westwood. During the last six months there has been an increase in value. The valuations for San Francisco were: The land at Parnassus Avenue, $239,361, buildings and improvements, $1,113,350; Hahnemann Hospital site, $25,000; buildings and improvements, $157,488; the University Extension property at 540 Powell Street, $211,864. The total valuation at Davis was $1,769,753. The Lick Observatory property was listed at $571,425. For Riverside the total was $505,489. At La Jolla the total valuation was $209,113.

The total amount of the endowment funds is $14,312,531. Included in this total are the following: G. W. Hooper fund, $1,350,587.53; the Searles fund, $1,591,417.41; the Kearney bequest, $1,077,239.08. [1]

INCOME AND EXPENDITURES

The income for the year 1928-29 was $14,906,799.96, of which amount $9,038,133.86 came from the State; $280,921.71 from the United States; $601,926.89 from endowment investments; $1,664,281.19 from student fees and deposits; $667,925.89 from the hospitals and infirmaries; $500,645.42 from department sales and miscellaneous sources. The expenditures for 1928-29 amounted to $14,632,687.88.

The gifts for the year 1928-29 amounted to $2,128,310.45. Those for current use amounted to $355,954.81; for land, buildings, etc., $746,374.62; for additional endowments, $1,025,981.02.

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[1] State supported educational institutions have small endowments in comparison with those not thus supported. According to the latest statistics Harvard has an endowment of $90,000,000; Columbia, $73,543,073; Yale, $69,024,459; University of Chicago, $50,409,407; Massachusetts Institute of Technology, $31,000,000; Stanford, $29,900,000; Johns Hopkins, $25,538,424; Rochester, $25,000,000; Cornell, $22,988,000; Princeton, $20,000,000. Among the colleges, Oberlin leads in endowments, having $17,026,532.

STUDENTS, PROFESSORS AND OTHER ATTACHES

The total number of resident students in the academic and professional departments for the year 1928-29 was 25,992. The total number during the fall and spring sessions was 18,652. In the University Extension division there were 16,551 registrants.

There are 863 professors, associate and assistant professors and instructors. The numbers in their order being 257, 169, 251, 186. This total is exclusive of those who serve only during the intersession or the summer sessions. The total for the officiary is 1,995, exclusive of University Extension which employs 1,006—making the grand total 3,001. Included in this grand total are the twenty-four regents, who, however are not salaried workers despite the fact that a large amount of time is given by them in the administrative work of the board. [2]

On the faculty of the University are men not only of national but of international reputation. According to "American Men of Science," the 1927 edition, the faculty of the University of California contained 40 of the 1,176 leading scientific men of the United States. Michigan had 31; Yale, 42; Columbia, 46; Johns Hopkins, 40; Cornell, 34; Wisconsin, 28;

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[2] During the years since it was chartered the University has had on its board of regents many persons who have served it with great devotion, some of them for long periods. Until recently J. West Martin led in the number of years of service—27 years and 7½ months. The Rev. Horatio Stebbins stood next, with 25 years 9¼ months; John S. Hager was third, with 21 years and 4 months. Dr. Stebbins was one of the first appointed regents, his service beginning May 21, 1868. Mr. Hager was appointed November 27, 1868. Mr. Martin, November 29, 1871. At the present time A. W. Foster leads in length of service, having been appointed first in the year 1900. Garret W. McEnerney stands second on the list, his service dating from 1901; Guy C. Earl is third, having been appointed in 1902. Mr. Foster's current term expires in 1932; that of Mr. Earl in 1934; that of Mr. McEnerney in 1936. Other members and the years of their terms are: William Henry Crockett, 1940; James Kennedy Moffitt, 1940; Charles Adolph Ramm, 1944; Edward A. Dickson, 1942; James Mills, 1942; Chester H. Rowell, 1936; Mortimer Fleishhacker, 1934; Mrs. Margaret R. Sartori, 1938; John Randolph Haynes, 1938; George I. Cochran, 1930; Ralph P. Merritt, 1930; Alden Anderson, 1932; John Francis Neylan, 1945. The regents ex-officio now are: Governor Clement C. Young; Lieutenant-Governor H. L. Carnahan; the Speaker of the Assembly—Edgar C. Levey; the State Superintendent of Public Instruction—Vierling Kersey; the President of the State Agricultural Society—Robert A. Condee; the President of the Mechanics Institute—Otto von Geldern; the President of the University—William Wallace Campbell; the President of the California Alumni Association—Everett J. Brown.

Stanford, 26; Chicago, 53; Harvard, 89.

The University measures well among the universities of the country in its place on the list of the 601 distinguished scientists—41 of whom received the baccalaureate degree from Harvard, 20 from Chicago, 20 from California, 16 from Cornell, 15 from Columbia, 15 from Yale, 14 from Pennsylvania.

A tabular presentation of the strongest departments of twelve sciences in ten universities and research institutions gave California first place in astronomy and anthropology; second in botany—among the universities. California had six places on the list of the ten institutions tabulated in mathematics, physics, chemistry, astronomy, geology, botany, zoology, physiology, anatomy, pathology, anthropology, psychology.

The awarding to Professor Gilbert N. Lewis in 1929 of the Humphrey Davy medal, by the Royal Society of London, is only one of the many evidences of the high rank to which the University has attained in research work.

It is worthy of note that in a recent magazine article, entitled "Who Are Greatest in Science?" Dr. E. E. Free, a man capable of accurate estimates, wrote of Professor Lewis as one of the ten men of science that the world could least afford just now to lose. "One way to select the ten greatest living scientists is to determine those whose sudden passing would be almost irreparable loss," said Dr. Free. He chose that way. In his article he set aside eminent scientists who have done their work, have finished it or nearly finished it on account of age, etc., and looking to the future and its needs named ten from whom much may be expected. Accordingly he wrote with reference to two of his ten selections: "The science just now in the greatest intellectual ferment is undoubtedly mathematical physics. . . From this particular scientific field, . . . I would select two men: Dr. Werner Heisenberg of the University of Gottingen, a brilliant youngster whose fame is but two or three years old; and Professor Gilbert N. Lewis, distinguished American physicist and chemist of the University of California. . . Practical problems await solution in this field, first among them perhaps that greatest among the dreams of physics—the hope of converting matter into power. Straight thinking, as much as experiment, is needed to unravel these puzzles. No persons are more likely to do this thinking, I believe, than Dr. Heisenberg and Dr. Lewis—the former by unusual command of mathematical apparatus joined to sound comprehension of experimental physics; Dr. Lewis, by an original and independent clarity of mind which makes him, to my thinking, a not unworthy successor of the late Henri Poincaré." [3]

THE GRADUATES

From its beginning down to January 1, 1930, the University has conferred a total of 40,858 degrees. At Berkeley 31,366 first degrees have been conferred; at Los Angeles, 2,975. The advanced degrees at Berkeley have totaled 6,393; the honorary degrees number 124. During the years of its existence the total number of persons registering for study at the University approximates one hundred thousand—exclusive of University Extension and the attendance at the summer sessions.

The graduates are occupying places of responsibility and are rendering splendid service all around the world. They have high rank in business and in the several professions. They are presidents of railroads and of banks; are at the head of great engineering enterprises; are leaders in various capacities in public life; regents and presidents of universities and colleges—and professors and deans. Literature and art have claimed and are still claiming several of them in ways highly honoring to their alma mater.

The University has given to the State four of its governors—James H. Budd, George C. Pardee, Hiram Johnson, and Clement C. Young. It has furnished seven men for the supreme court—F. W. Henshaw, F. M. Angellotti, C. S. Shurtleff, H. A. Melvin, Warren Olney, F. G. Finlayson, and W. H. Waste—the present chief justice. It has provided for the United States congress, Senator Hiram Johnson and Representatives John R. Glascock, James H. Budd, J. A. Elston, A. E. Carter, H. L. Englebright and Florence Prag Kahn.

SOME OF THE HERITAGES TO BE HANDED DOWN

There is a large heritage of achievement in the lives of its graduates which the University of Today will hand down to the University of Tomorrow.

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[3] North American Review, January 1930.

In the person of Franklin K. Lane the University furnished a Secretary of the Interior whose record of service to the nation was of the highest. When in 1915 President Wheeler conferred on him the honorary degree of LL. D., he denominated him "creative statesman in a democracy, big-hearted American," and remarked that he was receiving the degree in recognition not so much of his "brilliant and unsparing service to state and nation" as of his "sympathetic insight into the institutions of popular government as the people intended them." At a memorial service in Washington on the 5th of June, 1921, it was said: "When the word was flashed through the land that his work was at an end, there was an unanimous verdict on the part of the people that there had passed from the earth a great public servant, a wise counselor in the affairs of state, a leader who never deceived, a man of great heart and far vision, with his feet on the ground, a pioneer of the new day."

In his recent book on "Prophets, True And False," Oswald Garrison Villard has written of Lane as "one of the finest prophets and one of the greatest public servants the United States has produced. . . It is difficult to write of him save in superlatives; yet the truth demands them. Among all the cabinet officers whom I have seen pass into and out of the cabinet in forty years Franklin Lane stands out as one unsurpassed in his fidelity, in the purity of his own life, in his foresight which at times was something uncanny, and in his breadth of vison. He was as nearly the ideal public official as we shall probably ever see."

When President-elect Wilson was making up his cabinet Colonel House recommended Lane as the only man available who was adapted to any cabinet position from Secretary of State down.

Franklin K. Lane was a student for several years in the academic department of the University at Berkeley and at Hastings College of the Law in San Francisco. It has been written concerning him: "His years at Berkeley were devoted mainly to the study of philosophy, government, and kindred subjects. . . Often he could be seen walking back and forth in a room in the old Bacon Library, set apart for the more serious students, with some philosophical book in hand — every line of his face expressing deep concentration, the occasional light in his eye clearly betraying the moment when he was feeling the joy of understanding." In reply to a letter which he received from Professor George Holmes Howison after his selection as a member of Wilson's cabinet he wrote: "No letter that I have ever received has given me more real pleasure than yours, and no man has been more of an inspiration than you." [4]

On the 22d of January 1930 there passed from this plane of existence one of the earlier graduates of the University, Stephen T. Mather of national park fame, to whom at the time of his retirement in 1928 the Secretary of the Interior said: "Under your splendid leadership the people of the nation have been awakened to the beauties and possibilities of the national parks and the necessity of conserving these areas for all time. Taken all in all you have achieved results that I believe no other man could have accomplished in the early days of organization and administration."

Concerning this alumnus it has been written: "Steve Mather is one of the empire builders. But he is different from all the rest of them. They destroyed the wilderness. He saved it."

Mather and Lane were students at Berkeley from 1884 to 1887. One day more than a quarter of a century later the former, then residing in Chicago, was riding along the Wawona road to Yosemite on a vacation trip. Disturbed and provoked by the desecrations everywhere manifest, he wrote a letter of protest to "Uncle Sam" at Washington which brought soon the reply: "Dear Steve—If you don't like the way the national parks are being run, why don't you come down here to Washington and run them yourself?" The signature to the letter was that of his schoolmate in the University twenty-seven years before. A few days later Lane and Mather met in a hotel lobby in Chicago. "Hello Steve," exclaimed Lane, "you're just the man I'm looking for; you're coming down to Washington with me to run the national parks." "That's news to me," replied Mather. "It's news to everybody, but I'm announcing your appointment," was the rejoinder. "But I've a business to run," were some of the words in protest. "Get somebody to run it for you," was Secretary Lane's decisory remark in conclusion. Thus drafted Stephen T. Mather entered soon upon the work which has made him illustrious throughout the country. Mather drafted as his assistant in the work another University of California man, H. M. Albright, who was working in the Department of the Interior at that time, who wanted to leave and return to California to practice law but yielded finally to the bombardment of words and agreed to stay and who is his successor now in the work in which he has had from the beginning a prominent part.

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[4] Introduction to "The Letters of Franklin K. Lane—Personal and Political."

In the year 1898 there came to the University one in memory of whom there will be constructed soon on the campus at Berkeley a building on which will be expended two hundred and fifty thousand dollars—the State having appropriated one half of that amount, to which is to be added an equal sum from funds accumulated in various ways by the students. Already in Stephens Union the students have perpetuated the memory of John Morton Eshleman, in a bronze bust and an appreciative inscription, and now this substantial memorial is to be added.

In frail health in the East, he had sought out in Southern California a few years before a region of dry air with the hope that he might acquire there the vigor which he so greatly needed. He heard soon of the University five hundred miles away, and after his day's work was ended was accustomed to sit up far into the night, while his companions were asleep, seeking the preparation which would make it possible to enter it. Without any funds when he came he maintained himself year by year while carrying on his studies, rejoicing the while over what the University was affording him. Later as a member of the Legislature, as chairman of the Railroad Commission, and as Lieutenant-Governor, he left an enduring impress on the institutions of the State. In a memorial address after Eshleman's death in 1916, Guy C. Earl, one of the University regents, remarked: "The value of such a spirit is not to be given in words. . . . . Literally he sacrificed his life on the altar of the State. . . . . Jack Eshleman, a child of misery, hampered by great physical weakness, but possessor of a fine mind and splendid will, did more than almost any other man that ever lived in the State to leave the impress of his life on California. He showed elements of statesmanship, and had he lived we must believe that his abilities would have continued to evolve and would have shown to us a man of almost limitless powers and growth."

Today on one of the marble chairs in the Greek Theater may be read the following inscription concerning George F. Reinhardt, a member of the class of 1897 at Berkeley and of the class of 1900 in the medical school in San Francisco: "For a decade, 1904 to 1914, the University physician and professor of hygiene, efficient in his profession, ready to make every sacrifice on behalf of his students, gifted with initiative, and much beloved! His organization of a self-supporting college infirmary gave far-seeing direction to his profession as a public interest rather than a private cause. It was because human suffering was so nearly universal that he sought by community action to control it. This was a life of service."

Soon after the death of Dr. Reinhardt in 1914, Richard C. Cabot of Boston, an eminent physician, wrote: "When the history of American medicine is written I am sure that we shall all of us recognize Dr. Reinhardt as the initiator in this country of one of the most important medical reforms that ever eased the lot of humanity. No discovery of a new surgical operation or a new microorganism equals in importance the invention of a way to make the whole of medical knowledge available for the benefit of humanity. It is that that Dr. Reinhardt has helped to do by showing that in the University of California, at any rate, cooperative medical service is not an utopian dream but a solid fact. I count it a privilege to have known Dr. Reinhardt and I shall do my best in the future, as in the past, to spread his fame and the merits of the system which he initiated. Wherever I have gone since my visit to California in 1912 I have tried to preach his gospel. It took great courage to do what Dr. Reinhardt did; it will never require so much courage from another man to imitate him. In my own way I hope to follow in his footsteps and push along to the best of my ability the work which he initiated in California. . . . He was a man of broad vision combined with executive ability and medical competence. We have few in this country who combine these qualities." [5]

Among the enduring heritages is that which came in the life of Carleton H. Parker who came to the University as a student in 1896 and who was graduated in 1904—having made the study of economics a specialty. Some years after his graduation he was for a short time a professor in the University, and later in the University of Washington, as the head of the department of economics. His vision extended far beyond the age in which he lived and his endeavors started courses of action on the Pacific Coast and elsewhere requiring long time for their fulfillment. What he was is indicated to some extent by the words on an opening page in "An American Idyll," the story of his life which was written in 1919 by his wife, Cornelia Stratton Parker: "Dedicated to all those kindred souls, friends of Carl Parker, whether they knew him or not, who are making the fight without bitterness but with all the understanding, patience and enthusiasm they possess, for a saner, kindlier, and more joyous world. And to those especially who love greatly along the way."

It has been written concerning Carleton Parker that he had an amazing ability for turning all kinds and conditions of men and women from hedonists, cynics, sentimentalists, predatory egoists and dilettantes, into devoted workers for humanity.

It was as the executive secretary of the State Immigration and Housing Commission that Carleton Parker came first into contact with the migratory laborer and other elements of society which started him on the road to that labor-psychology which became his intellectual passion and animated him with a determination to devote his life to works calculated to remove inequalities and better the condition of men generally. He was listed some years ago in the "New Republic" as "the first of our economists not only to analyze the psychology of labor but also to make his analysis the basis for an applied technique of industrial and social reconstruction."

Soon after Carleton Parker's death in 1918 the editor of the "University Chronicle," who thought it desirable and fitting that a memorial should appear in that publication written by someone qualified to speak of his life and work "because of close personal friendship and agreement upon many of the vital issue of the day," secured Professor Herbert E. Cory to prepare it. In this article it was stated: "Professor Parker moved with tireless energy among the huts of lumberjacks, in the depths of mines, in city labor councils, in the withering heat of the hop fields at harvest time, in the most intense class battles in California, in Arizona, in Washington. He won the paternal interest of a number of brave American scientists who from different parts of the country have sounded their warnings to a population profoundly cursed with the 'optimistic squint.' In a word he recognized what all thoughtful men today must recognize, that the chief hope for the salvation of Western civilization lies in some sort of alliance between the labor movement and the newly oriented sciences which deal with the behavior of men, their modes of organization, their inherited unit-characteristics, and their institutional habits."

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[5] Concerning this work by Dr. Reinhardt see pages 581-83.

Mentioning a trip across the continent which Professor Parker made a short time before his death Professor Cory stated that it had been characterized as a triumphal tour. "At university after university he was offered tempting positions. Philosophers, psychologists, biologists, economists, however much they chose to disagree with the details of his theory, were captivated by his geniality, inspired by his fearlessness and impressed by the rare scientific promise of his societal diagnosis. For all the tragedy of his sudden death it may be said quite literally that his work was only begun. He has left behind him a host of men and women, old and young, employers, employees, students, ministers, lawyers, scientists, whose lives have been made vastly different by his life, who are determined to carry on work like his, very much as he laid down the program, who will carry it on with recurrent acknowledgments of indebtedness to him, and who love to quote the words of Woodrow Wilson: 'We are in a temper to reconstruct economic society as we were once in a temper to reconstruct political society'."

President Campbell's Retirement

The year 1930 will mark for the University a change in administration. At the annual meeting of the alumni in May, 1929, President Campbell made announcement of his intention to retire on the 1st of July, 1930—saying on that occasion: "Through the past six years I have found great satisfaction in observing the students of the University and in associating with them as far as humanly possible. During these six years I have had great satisfaction in observing the several faculties of the University and in associating with their members as far as this was possible. I am looking forward to one additional year of such satisfaction, making seven years in all. In accordance with the University's formulated system for retirement of its professors and other high officers, one who was born in the spring of 1862 as was the case with me, will reach the automatic date of his retirement when he will have attained the age of 68 years. I am expecting to reach that age in mid-April, 1930. Accordingly I purpose to retire from the active service of the University of California at the close of the semester in which I shall attain the age of 68; in other words, as of date July 1, 1930, after 39 years of continuous service in the University with rank of professor or higher."

At a meeting soon thereafter the Academic Senate made record of Dr. Campbell's services for the University in a letter which it framed and addressed to him, in which it was said: "It is with profound regret that the Academic Senate has learned of your approaching retirement from the presidency.

"The extraordinary genius for organization previously demonstrated in the development of the Lick Observatory, in many eclipse expeditions, and in bringing about international cooperation among astronomers, has made your present office a model of business efficiency. Every problem presented by a University department has been answered promptly and without ambiguity. You have surrounded yourself with an unusual group of wise councilors and able executives in whose judgment the faculty has had confidence.

"In the midst of complex external problems and great material development, your administration has not been diverted from the main purpose of a university, the advancement of teaching and of learning. The departments have been strengthened by the addition of men of distinction and by increased facilities for productive scholarship.

"Your administration has been a period of tranquility and healthy growth such as few universities have enjoyed, and we, the Academic Senate, desire to express to you our heartfelt appreciation."

President Campbell was graduated from the University of Michigan in 1886, receiving at that time the degree of Bachelor of Science, and in 1889 that of Master of Science. From 1886 to 1888 he was professor of mathematics in the University of Colorado—going thence to a position as instructor in astronomy at the University of Michigan. In 1891 he entered upon the position of astronomer at Lick Observatory, and since 1900 has been its director. Several universities have conferred on him the degree of Doctor of Science—among them being Columbia, Michigan, Cambridge, and the University of Western Australia. From the University of Wisconsin he received the degree of Doctor of Laws. Distinguished in science, the author of many valuable publications, he was for three years the president of the International Astronomical Union and is a member of scientific societies in all parts of the world. Among the five medals which he has received is one from the Royal Astronomical Society. Among the expeditions for the advancement of science which he has headed were four to such distant points as Russia, India, Australia, and Spain.

Robert Gordon Sproul Elected President

On the eleventh of June, 1929, Dr. Robert Gordon Sproul, the University's comptroller and vice-president, was by unanimous vote of the board of regents elected as President Campbell's successor. In a letter of acceptance Dr. Sproul said: "I appreciate deeply this expression of your confidence and regard after fifteen years of close association. Long ago I dedicated my life to the University and I now accept the trust which you have offered me and pray for strength adequate to the great work which a president of the University of California may do."

Dr. Sproul said further in his letter of acceptance: "My early appointment affords me an opportunity for preparation of which I am most anxious to take advantage. I ask, therefore, for a leave of absence for a period of six months from September 15, 1929, to March 15, 1930. This leave I would use for the purpose of visiting and studying other institutions, familiarizing myself with their educational methods and administrative procedure and widening my acquaintance with the academic world."

Born in San Francisco in 1891 Dr. Sproul as a youth laid the foundations of his later university education in the public schools of that city. He was proficient in his studies, among them being Latin and Greek, and acquired in those early school days a trend of mind which would not permit him to adopt for himself or others any narrow ideas with respect to education. When he came to the University in 1909 he chose an engineering course; but the training of the four years spent in Berkeley was not circumscribed. He left the University not only a trained engineer—trained both in theory and in practice; but he left also with a widened and widening interest in everything that is of worth in education.

Identified for a year after his graduation in 1913 with the efficiency department of the City of Oakland, Dr. Sproul came into the service of the University in May 1914 as cashier. In July 1918 he became assistant secretary of the board of regents and assistant comptroller, and in 1920 was advanced to the position of secretary and comptroller. In July 1925 he was elected vice-president—the duties of that position being in conjunction with those of the other positions. [6]

Dr. Sproul's election as president met with widespread approval among the members of the faculty, the students, the alumni, and the citizens of the State in general. He will enter upon the work of the presidential office in July with qualities of the scholar and the administrator such as to give promise of a service of much worth to the University. [7]

Retrospective and Prospective

On an opening page of the "Illustrated History of the University of California," by Professor William Carey Jones, published in 1901, were these beautiful lines by Charles Keeler:

"Here where the gentle hand of God, outspread
In benediction has bestowed such blue

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[6] President-elect Sproul received from Occidental College in 1926 the honorary degree of LL. D.

[7] See in this connection excerpts herein from Dr. Sproul's address at the dedication of the Stadium; pages 530-31.

And purple mist upon the bay, such view
Of ocean far through golden portals led,
Or in the gloaming such a royal red,
Sweeping the tide and spreading high its hue
Like banners of Cathay flung wide, there grew
A consecrated pile to learning wed.
O may the stones here reared make mute appeal
With their dumb eloquence for beauty's dower,
And may they be the center whence shall steal
A presence through the land, a might, a power
Shaping the West to ends more fair and real,
Molding a spirit strong for every hour."

When in 1901 those words were written the University had grown considerably; it has grown much more since that time; but it has not yet grown up, nor will it ever grow up. Should it ever stop growing it will stop being a university. And ever as the University grows "the consecrated pile to learning wed" will alter to suit the needs of the growth. It is a flying goal which education sets before mankind. More always points to more and points out also the way to the more.

When in July, 1873, the University came out for one day from Oakland and held some of its Commencement exercises on the campus at Berkeley the buildings were in an unfinished condition and President Gilman spoke of the sound of the hammer not far from the spot where the exercises were being held. Down through the years the sound of the hammer has been heard on the campus and steadily as the University has grown scholastically it has grown materially in structures of wood and brick and stone. Today as ever in the past the sound of the hammer is heard and other dignified structures are taking shape on the campus. Most prominent is the Life Science Building immediately west of California Hall. Housed now in old wooden buildings scattered over the campus the life sciences, such as anatomy, physiology, pathology, hygiene, bacteriology, biochemistry, botany, zoology and psychology, will soon come to their long deferred adequate provision. In these departments is carried on some of the most valuable work of the University — both in the field of scientific research and along those practical lines which make directly for the welfare and the upbuilding of the State.

For the construction, equipment, and furnishing of this building, approximately two million dollars will be expended—seven-eighths of the amount being for construction and the mechanical and electrical equipment. It is the largest and best equipped building for academic purposes on any university campus. It is approximately 500 feet long and 250 wide. It consists of five stories and the aisles if combined would reach more than one and a quarter miles. So far along toward completion was this building the first of February, 1930, that some of the departments to be accommodated in it were moving in.

Giannini Hall, under construction at an expenditure of half a million dollars, will complete the agricultural quadrangle on the commanding hill facing unobstructedly the Golden Gate, and along with the million dollars attached to the Giannini Foundation of Agricultural Economics in the College of Agriculture will aid greatly in forwarding the purpose for which the group was designed—"To rescue for human society the native values of rural life." [7]

The plans have already been drawn for the erection soon on the campus at Berkeley of an Engineering Building at a cost of $685,000—the first unit in a group. A building for gymnasium purposes is contemplated for an early date, on which at least a million and a quarter dollars will be expended, one third of which amount is now available. Among the needs which will be provided for ere long is a building for museum purposes and one as an auditorium. As contemplated the former will cost more than a million dollars, and the latter an amount sufficient to give a structure the seating capacity of which will be approximately seven thousand.

On the Track Oval, not yet completed, on ground purchased recently, adjacent to the original campus, the expenditures will total $1,500,000. Within the next six months a new power house will take its place near the Dana Street entrance at an expenditure of $400,000. At the head of Strawberry Canyon there is under way an extensive botanical garden development.

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[7] Claude B. Hutchison, dean of the Giannini Foundation, succeeds E. D. Merrill as dean of the College of Agriculture—the latter having been elected director of the New York Botanical Gardens.

[8] At Los Angeles, on the campus at Westwood, the finely equipped Educational Building, which cost $525,000, began to be used in January, 1930. From the fund realized by the sale of the old site $2,500,000 will be available for new buildings at Westwood during the next five years.

It is worthy of note that the University of Tomorrow is to have a North Hall and a South Hall—it being in the Building plan to erect some day modern class-room buildings on the ground where these historic halls were built in the opening years of the University.

The International House, provision for which was made in 1927 by a gift of $1,750,000 by John D. Rockefeller Jr., is nearing completion. From its place near the Stadium the five hundred foreign and home-land students to be accommodated there will look out day by day through the Golden Gate, in and out of which go those vessels which link the University and the State which fosters it with all the nations of the world.

Eighty-one years ago, when the American Home Missionary Society commissioned and sent out its first workers for California, one of its secretaries wrote of the discovery of gold on these western shores and the building up by the Golden Gate of a center of life and civilization as a providential opening for an advance on Asia, through commerce, for its enlightenment and upbuilding, religiously and educationally. One of the men sent out at that time, as the pages of this book show, was a leader in the laying of the foundations of the pioneer college which became in later years the nucleus of the University of California. And the first endowment gift to the University, one of fifty thousand dollars, was for the establishing of a chair of Oriental Languages and Literature.

Edwin E. Slosson tells in his book entitled "Great American Universities" of an experience on the campus of the University of California in 1909. Describing the outlook—the glistening bay, the city beyond, and the surrounding mountains, he remarked then: "Straight in front was the Golden Gate—ever open and inviting westward toward the Far East. I was reminded that the Gate opened in as well as out when I saw a young man sitting in the glare of the afternoon sun on the bare and dusty hillside. I thought he was asleep, but as I came closer I found he was reading a Sanskrit book—Vedantic philosophy, he courteously informed me. I squatted at his feet like a disciple before his guru while he gave me a first lesson in yoga practices, drawing diagrams in the sand with a broken twig to illustrate the theory of the four selves and to show how all paths led to absorption in the All. It was surprising to find the Absolute here established, serene and unshaken, asserting its old-time prerogatives of unity and infinity just as if Professor William James had not visited the campus only a few months before. I enquired if he were not homesick. The philosopher is equally at home in all lands he replied, also demonstrating it geometrically." Dr. Slosson's comment on this experience was in part: "Every campus, as I have said, thinks it has the most democratic atmosphere in the world. I wonder what the Orientals think about it. It is worth considering, now that they are looking to us for help in the development of their civilization. There is a new form of university coming, which is foreshadowed in California. Greater and more influential than a state or national university will be the international university of the future."

Writing concerning the results of education with respect to the individual and the community President Emeritus Thwing of Western Reserve University says: "The results of education are also national. Each people has it own system. It is also international. For each people gives to and receives from every other. It is racial. Each race of humanity preserves its own methods, conserves or uses its own particular forces. It is also interracial. No race can exist apart from any other. Atmospheres leap over or penetrate walls."

The establishing of the International House at Berkeley was suggested by the phenomenal success of such an establishment by Mr. Rockefeller a few years ago in New York City, which was soon filled to its capacity of 525 rooms by the students of seventy different nationalities attending the institutions of higher learning in that city. The desirability of such an institution at Berkeley became manifest when it was learned that 647 of the 6,961 foreign students in the universities of this country were at the University of California.

During one year recently the University had students from the following named countries: China, Japan, India, Korea, Philippine Islands, Russia, Australia, Dutch East India, Egypt, Greece, Italy, Roumania, Hungary, Lithuania, Turkey, Armenia, Palestine, Switzerland, Holland, Finland, Denmark, Belgium, England, Scotland, Ireland, France, Germany, Spain, South Africa, Norway, Poland, Sweden, Jugoslavia, Czecho-Slovakia, Portugal, Costa Rico, Bolivia, Chile, Salvador, Columbia, Canada.

Mutually beneficial is the association together in the great universities of the young men and women of the different countries. At the time of the International Conference in celebration of the fiftieth anniversary of the University Professor Anesaki of the Imperial University at Tokyo spoke of something Professor Josiah Royce had said to him when he was at Harvard: "You don't know how interesting it is to me, a Californian, that I have you, a Japanese, here before me. In looking back to my boyhood days I remember vividly how I gazed at the first steamer of the Pacific Mail sailing from the harbor of San Francisco for Japan. At that time Japan was something like a dream to my boyish mind. But now you are among us, and I not only know that, but I know what you are thinking and what you feel; that is, I am well acquainted with your intellectual life, your moral sentiments and your ideal aspirations. They are all unrolled before me and are in close personal touch with me. What I thought to be a dream land is not a dream land, but a reality linked with us in many ways; and here we are colleagues and friends on the shores of the Atlantic Ocean."

And in that address in 1918 Professor Anesaki told of an event in Japan sixty-seven years or more before—before the arrival of Commodore Perry's fleet at the harbor of Uraga, when several Japanese men of vision were looking toward a new Japan and the desirability of the opening of the country to other peoples, and one of them had written a book containing the sentence, "Is not the water washing the shores of Yeddo of one continuity with the waters running under London Bridge?"—and who had been put to death because of the dangerous suggestions imbedded therein.

Soon now, however, young men from Japan and from every nation on the earth will inhabit the International House on the campus of the University of California and in the close association thus afforded will help to lay those foundations on which only the future of the world can be built.

More than the University of yesterday, more than the University of today, the University of tomorrow will make for the

Great Community—because the trend of life is in that direction. The evolution of society has always been through the cooperation of individuals; it has been by mutual aid, not by the survival of the fittest. Kropotkin in his exhaustive studies, made some years ago, found mutual aid to be the law of nature, a chief factor of progressive evolution, running through all life from the lowest to the highest. He ranked it as the leading factor in human development in the past and the guarantee of a loftier evolution of the human race in the future. All things conspire to show that egoism is unscientific; altruism, scientific. Men everywhere will finally learn this and will act accordingly. This was realized in a mystical experience by Walt Whitman and it transformed his life:

> "Softly arose and spread around me the peace and joy and knowledge that pass all the art and argument of earth;
> And I know that the hand of God is the elder hand of my own;
> And I know that the spirit of God is the eldest brother of my own,
> And that all men ever born are also my brothers and the women my sisters and lovers,
> And that a kelson of creation is Love."

The future will, of course, bring modifications in instruction and in methods and means of instruction. It is not possible to forecast them. Beyond peradventure the radio will bring about changes in the method of university instruction. It is certain to come into use considerably at an early day in University Extension work and through the adoption of television to have added popularity. To what extent it will alter university instruction, as it is given in the classroom today, when students or groups of students can hear and see university lecturers hundreds of miles from the room in which they speak, only the future itself can tell. It is, however, a reasonable prediction that the University will stand always for a liberal education. Contrasting recently a liberal education and a vocational education President Faunce of Brown University said: "A liberal education is one that liberates—one that releases the mind from ignorance, prejudice, partisanship or superstition, one that emancipates the will, stimulates the imagination, broadens the sympathies and makes the student a citizen of the world. Vocational education is that which focuses the mind on the particular trade, business, or profession which the student expects to pursue in later years, and it teaches him how to perform his future task with intelligence, skill and competence. Vocational training, necessary and valuable as it is, does not attempt to liberate but to concentrate; not to broaden a man's horizon but to focus his mind on his job." In that connection President Faunce wrote: "Some years ago I received a letter from the proprietor of a large department store asking me to recommend an employment manager to take charge of about two thousand employees. The writer enclosed a chart of the qualities requisite for one holding such a position. The first sentence on the chart was this: 'He must be a good analyzer.' It was no professor of logic who wrote that, but a hard-headed business man. He did not demand that the applicant for the responsible position should have any previous experience in that line of business, but simply and chiefly that only through such an analysis can a manager discover the limitations of other men, the possibilities in men, and the way to educate men out of limitation into possibility. The man who was finally selected is now president of one of our largest colleges. After all analyzing is simply thinking, and the whole object of the college course is to teach us to think—clearly, closely, accurately, serenely, and to the point."

At the laying of the cornerstone of a great laboratory a few years ago a university president remarked to a man eminent around the world as a scientist: "Are not these laboratories evidences of our progress?" "Yes," was the answer, "and also of our misunderstanding. The library is far more important. In the laboratory we discover nothing, but we test and verify and apply what we have discovered elsewhere. For a new discovery is simply a new combination of old ideas; and that new and surprising combination is most likely to occur to a man not when he is handling things but when he is pondering thoughts. In the quiet atmosphere of the library the leaders think out their ideas, and use the laboratory—or the world itself—to test the results of solitary thought."

In his recent book, "What Education Has the Most Worth?" President Emeritus Thwing of Western Reserve University says: "Professional education possesses relationships which are to be understood and appreciated. These relationships can be most clearly understood and most fully appreciated through a general education completed before beginning professional studies. A general intellectual power is also best created and disciplined by general subjects. Behind the professional study of law and of its practice lie history, psychology, economics, government. Behind this professional study lie the creative forces of the disciplined power of thinking. Behind the professional study of medicine and its practice lie the three great sciences of physics, chemistry and biology, as well as other subjects less directly preparatory. Behind the professional study for the ministry or the priesthood lie philosophy, sociology, language, and literature. Behind the professional study of engineering or its practice in each of its several branches lie or should lie the great human subjects. Behind the technical studies for teaching or for journalism should be found a great body of general subjects, none of which would prove valueless in the pursuits of these great vocations."

Not long ago a president of one of the great railroad systems said: "What seems to be needed at this time in young men who decide to follow railroad work as their career is not so much any special knowledge as it is a thoroughly well-trained mind which will place them in a position where through their subsequent experiences they can assimilate knowledge and ultimately be capable of producing correct results."

Speaking recently in a series of addresses under the auspices of the American Association for Adult Education Lawrence Pearsall Jacks, principal and professor of philosophy at Manchester College, Oxford, said: "The object of adult education is to establish a form of education which can be continued and developed in a man's life-time. . . It is held sometimes to serve political, social, or economic ends, but it always derives its dynamic force [the thing which it is desired to emphasize here] from the desire of men and women to equip and develop themselves for the better understanding of human life and for the fulfillment of their own personalities." Speaking concerning the well-balanced life Professor Jacks observed: "The value of life depends not on what you get for doing your work but the way in which the work is done. And the reaction of that in education is this: to aim not so much to make education vocational as to make vocations educational.

Education to yield dollars is poor education."

With the advancement of civilization in such ways as to free men from the necessity of giving so large a part of their time simply to the making of a living, there will be more time for cultural development; and if men are to attain to life's purposed end that released time will be used in such development. Accordingly the education of the future will be from youth, through adult life, down through the later years, not materially changed from what it is at the best today—always it will be cultural.

Situated as it is at one of the most strategic points on the globe, in a State which has the resources and the climate calculated to make it one of the most populous of the American commonwealths, the University of California is destined to be an important factor and influence in the world's future. It has stood for the best in education in the past; it stands for the best today; it will stand for the best in the future.

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* The statement on page 189 that Dr. Kellogg was called by the College of California as professor of the Latin Language and Literature is not accurate. The records did not designate to what professorship either Dr. Kellogg or Dr. Durant was called. It was deemed best manifestly that the latter should teach temporarily both Greek and Latin;

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and the former, mathematics. But Prof. Kellogg's first year was passed in the East in an effort to secure funds and an instructor in mathematics was employed. When he returned arrangements were made for him to take the Latin and it was to the teaching of this that most of his forty-three years with the College and the University were devoted. Some gracious words by President Wheeler concerning Dr. Kellogg at the time of the latter's death in 1903, which were omitted in their proper place, are quoted here: "For forty-three years—that is, from the very beginning of the University in the form of the little college in Oakland—he was more intimately connected with the full life of the institution than any other man. His personality represents its entire history. . . He was a quiet man, and it may be that men have not always known how great and how fundamental in their character were his services to the University. He carried burdens the weight of which few men knew. He could carry burdens and not repine; he could be burdened and not complain. And yet he was a highly sensitive man. It was always the high cause he represented, and not his personal comfort and pride, that lay nearest his heart and governed his action. He loved the University with a great love. He had sacrificed for it and toiled for it and suffered for it. He had a fine sense of the dignity of a university and the respect due to it and its standards, and he was willing to stand between it and the turmoil that beset it from without—and standing there, to be patient and steadfast and true. I know there are many who have rendered high services to the institution; but, I believe, taking all things into consideration, there is no man whose service can be matched against that of Dr. Kellogg. He stood always for the highest and best things. His voice and his influence were always for what is clean, decent and orderly. Those who sought his counsel found that he was wise beyond the ordinary measure; those who shared his closer confidences knew that he was tender and kind and faithful; and that he wished no man evil, but sought good for all."

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* In February, 1930, C. C. Teague was appointed to take the place of Ralph P. Merritt. G. I. Cochran was reappointed. Governor Young spoke appreciatively of the service rendered by Mr. Merritt.

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* This address by Professor Silliman and Governor Low's words to Dr. Willey, on the commencement platform that day, were seed thoughts which led to the proposition by the College in October 1867 which eventuated in the chartering of the University on the 23d of March 1868: See "College Echo" for February 1868.

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* Dr. Wheeler's death occurred at Vienna, Austria, May 2, 1927. A memorial service was held in Berkeley, October 3. The morning of that day, a reverent one in University annals, the Daily Californian had an

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impressive presentation of Dr. Wheeler's ideals along with a beautiful characterization by Professor Monroe E. Deutsch; and then at 10:30, in the presence of many thousands, professors and regents and students spoke feelingly of him as a man, a scholar, an administrator—and withal, of his great worth to the University.

* Dr. Willey's death occurred in Berkeley, January 21, 1914. Soon after Dr. Wheeler became president of the University, he learned that one of the men who had had prominent part in the College movement in 1849, who had been one of the foremost in the upbuilding of the College of California, was living in San Francisco. He called on him at once in his home and linked him closely again with the on-going life of the University. Coming soon thereafter to reside in Berkeley, Dr. Willey was given a key to the faculty club building, and a chair was placed for him next to the president's chair on the platform at the weekly assemblage of faculty and students in Harmon Gymnasium. At the time of Dr. Willey's death Dr. Wheeler remarked that his presence at any time anywhere on the campus was a benediction.

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